

# Leslie County District Leadership Assessment Report



03/18/2012 - 03/23/2012



# District Leadership Assessment Executive Summary

## Leslie County School District

3/18/2012 - 3/23/2012

Larry Sparks, Superintendent

### Introduction

The Kentucky Department of Education conducted a district leadership assessment of Leslie County School District during the period of 3/18/2012 - 3/23/2012. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

### District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	The superintendent has not ensured administrative staff leadership skills match with appropriate jobs and responsibilities to lead all schools to meet the district 20x20 Strategic Plan goals.
Next Steps	The superintendent should work with the board and district administrative team to establish a clear set of job descriptions needed to meet the district 20x20 Strategic Plan goals. Essential to these job descriptions should be clear lines of responsibility, the necessary authority to fulfill each job and the accountability for implementation. Responsibility, authority and accountability should be clearly communicated to all district and school staff. All administrative staff assignments should be matched with individual skills and knowledge. Necessary training and coaching should be provided to ensure staff members can meet their job responsibilities.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The superintendent and district leadership have not ensured that instructional and assessment practices are rigorous and challenge students to think at high levels.

Next Steps	The superintendent should ensure research-based, rigorous and effective instructional strategies are implemented in all classrooms. District and school leadership should monitor instructional practices and provide feedback to teachers to ensure varied instructional strategies are used in delivering the curriculum. District leadership should ensure that classroom instruction is relevant, engaging, and motivating to meet the needs of all learners. Assessment tasks should require students to use inquiry, problem-solving and critical thinking skills at a proficient level. District leadership should promote the concept that assessment drives instruction.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The superintendent has not ensured school-based instructional technology resources are effectively utilized by teachers and students to enhance instruction and improve student achievement.
Next Steps	The superintendent, district leadership and school board should ensure teachers are effectively trained to maximize the available technology resources such as SmartBoards and computers within all schools to deliver high-quality instruction and expand e-learning opportunities to prepare students for the “Next Generation” skills and knowledge. Technology utilization should be monitored to identify areas of need for further teacher professional development. Student and staff technology proficiency standards should be ensured. Students should be active participants in the utilization of technology resources.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The superintendent has not ensured all schools provide equitable opportunities for a comprehensive instructional program.
Next Steps	The superintendent should review all available funding sources and procedures used to prioritize and allocate discretionary funds to provide equitable opportunities in the elementary schools in the content areas subject to state-mandated program reviews in practical living-vocational skills and arts and humanities. The superintendent should review the organizational structures of the elementary schools to ensure staffing decisions promote common team planning and effective professional learning communities.

District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The superintendent has not ensured that discussions occur among grade levels and between schools (elementary to middle and middle to high school) to vertically align the curriculum.
Next Steps	The superintendent should implement a process to ensure teachers have the opportunity to discuss key curricular transition points (i.e., primary to intermediate, intermediate to middle and middle to high) and the elimination of gaps and overlaps. District and school leadership should ensure regular, purposeful vertical and horizontal curricular communications occur between and among all schools in the district. The superintendent should develop procedures within the reconfiguration plan to ensure equitable curricular access among schools.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

**Leslie County**  
**KDE 2012 District Leadership Assessment Report**  
**At-a-Glance**

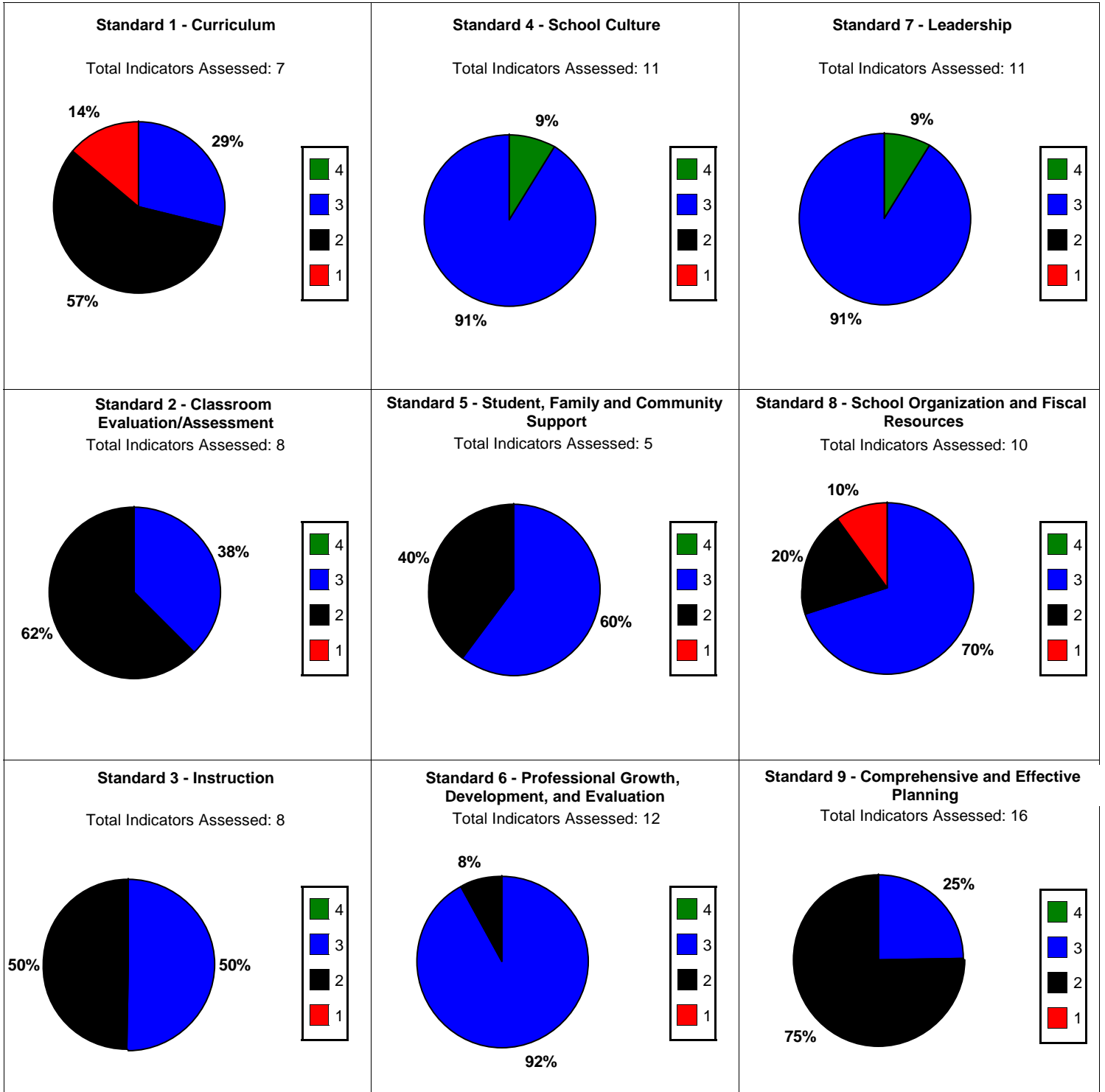
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



# 9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Leslie County

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment...goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

## Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## **Focus on Student Academic Performance**

The district leadership assessment report contains many important findings district leadership should consider. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic leadership assessment report for each school that triggered the district leadership assessment. Consider the implications of the report for each school's work and policies.

Build greater understanding of new approaches to professional development and address the ways that stakeholders will have to work differently to improve instruction.

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

### Introduction

The Kentucky Department of Education conducted district leadership assessment of Leslie County School District during the period of 3/18/2012 - 3/23/2012.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal interviews with teachers (45), students (47), parents (9), central office certified staff members (13), central office support staff members (9), board members (4), Kentucky Department of Education Associate Commissioner (1), Site-Based Council teachers (3) and parents (4), Family Resource Youth Service Center (4), community (7), school administrators (12) and the superintendent.

The district leadership assessment team utilized the Standards and Indicators for School Improvement, stakeholder interviews and a portfolio of district records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Bill R. Morgan - Higher Education Representative. The other team members were: Margaret K. Dotson - Building Administrator; Carol McKee - District Administrator, Sheree W. Thompson - Teacher, Nancy Jones Satterfield - District Administrator, Margaret Cleveland - Parent, Carolyn S. Falin - Building Administrator, Jack B. Musgrave - Building Administrator, Gayle H. Mills - Teacher, Debra Reed - Educational Recovery Specialist.

### Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

### Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.



## Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

**Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

**Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

#### **Standard 1**                      **Curriculum**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, curriculum documents, curriculum maps, Individual Education Plan/504 Plan, Individual Learning Plans, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, list of co-curricular offerings, master school schedule, professional development records, samples of classroom assessments, samples of student work products, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student work, teacher portfolios, 20 x 20 Strategic Plan and 30-60-90 Day Plans

Interviews with assistant superintendent(s), central office staff, curriculum resource specialist, district leadership, principal, students and superintendent

Observations of classrooms, common areas, hallways and media center

#### **Performance Rating    3**

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

District leadership approved the implementation of dual credit courses offered to high school students through partnerships with Hazard Career and Technical Center and Eastern Kentucky University. The district has articulated an agreement with Eastern Kentucky University to allow some students to attend courses at the Manchester campus. Advanced placement courses are offered at the high school along with enrichment and ACT preparation. Students enrolled in courses at the vocational center may earn industry certificates and advanced placement credit. Students who choose to take vocational courses are encouraged to choose a career path early in their high school experience. Seniors at the high school participated in a college and career week. Counselors meet with eighth grade students before the administration of the EXPLORE exam to explain how scores will be used to determine student placement in their ninth grade year. Counselors discuss scholarships, grade point average and the importance of the PLAN and ACT exams. District leadership ensures elementary curriculum embeds practical living and vocational education skills into various units; however, the units have not been revised since 2006. A local bank representative visits each school to provide classes on banking and budget. District and school leadership ensures students in grades six through twelve complete individual learning plans according to program guidelines but does not ensure families are a part of the development of their children's individual learning plans.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    3**

1.1g    The curriculum provides access to a common academic core for all students.

District leadership reviews master schedules to ensure all students have access to the common academic core, and the board approves these schedules. District leadership ensures the high school offers an academic curriculum required for graduation. District leadership mandated that all schools schedule a Response to Intervention block to provide additional support or enrichment for all students. District leadership assisted elementary and middle schools in the development of their schedules to provide time for Response to Intervention. District leadership articulates the expectation that special education students be enrolled in regular education courses with collaboration when appropriate to receive the same curriculum and be assessed on the same learning targets and standards as regular education students.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

- 1.1a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

District leadership has ensured that some curriculum maps are aligned to the Kentucky Core Academic Standards and core content 4.1. District leadership and eight English, language arts and math teachers attended Leadership Networks to gain information on the Kentucky Core Academic Standards. District leadership provided professional development in August 2010 and May 2011 which included training on The Kentucky Core Academic Standards. Elementary teachers deconstructed the Kentucky Core Academic Standards and wrote student-friendly "I can" statements. District leadership posted the "I can" statements on the district Web site. The middle and high school teachers met at the high school in May 2011 and received an overview of the Kentucky Core Academic Standards. District and school leadership met in May 2011 with high school teachers in professional learning communities to begin developing curriculum maps and unit one and two plans. The district Web site contains Academic Expectations, Program of Studies and Core Content 4.1 documents for all grade levels. The Web site does not include documents or links to the Kentucky Core Academic Standards. Curriculum maps are posted for kindergarten through eighth grade, but the seventh and eighth grade documents have not been revised since 2003.

- 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

District leadership provided sessions for kindergarten through sixth grade teachers to deconstruct the Kentucky Core Academic Standards and write student-friendly "I can" statements. Some discussion occurred concerning the anchor standards and their implications from grade level to grade level; however, district leadership does not have a systematic process in place to ensure vertical alignment kindergarten through sixth grade. District leadership does not intentionally plan curricular discussions between middle and high school teachers. Some vertical alignment takes place at the school level. District leadership does not systematically provide opportunities for feeder and receiver schools to vertically align curriculum.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

District leadership articulates the expectation that school principals lead their staff in discussions regarding gaps or overlaps in the curriculum. School principals and teachers disaggregate test data to determine curricular issues and make modifications in the curriculum. District leadership does not ensure discussions between elementary, middle and high school teachers occur to identify gaps or overlaps in the curriculum.

- 1.1f    There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The board has adopted several curriculum policies (e.g., Curriculum policy, 08.1, Course of Study policy, 8.11, Elementary Curriculum policy, 8.111) but does not have a systematic process in place to monitor, evaluate, review or address curriculum issues at the school level. Principals report on curriculum programs (e.g., Accelerated Math, GO Math, Study Island) during board work sessions. District liaisons are assigned to school councils and councils submit policies to the district office to be reviewed. District leadership ensures all school councils have adopted a curriculum policy. The high school regularly monitors, evaluates and reviews curriculum through professional learning communities. The district administrative team discusses curricular issues during their meetings.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    1**

- 1.1d    There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

District leadership communicates the expectation that counselors from the high school visit the middle school to inform eighth grade students of course offerings at the high school. District leadership does not have a systematic process to ensure discussions occur between and among schools (e.g., from primary to middle and middle to high) to identify curriculum transition points. District leadership seldom facilitates discussions among teachers to resolve curricular issues at key transition points.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 1**      **Curriculum**

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 1**      **Curriculum**

District leadership should facilitate discussions among grade levels and between schools (i.e., elementary to middle and middle to high) to vertically align the curriculum kindergarten through grade twelve.

District leadership should create a systematic process which incorporates the analysis of student achievement data to address key transition points and to eliminate gaps and overlaps within the curriculum.

#### Resources:

Chappius, J., Stiggins, R., Chappius, S., (2011). Classroom Assessment for Student Learning, Doing it Right - Using it Well

Marzano, R., (2007). The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

#### **Standard 2**                      **Classroom Evaluation/Assessment**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, faculty meeting agenda, Kentucky Performance Report disaggregated data, lesson plans/units of study, perception survey results, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council policies and bylaws, state statute and regulation, student homework with teacher feedback, Student Performance Level Descriptors, student work and teacher portfolios

Interviews with assistant superintendent(s), central office staff, classified staff, counselor, district leadership, principal, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

#### **Performance Rating    3**

##### **2.1d    Test scores are used to identify curriculum gaps.**

District and school leadership and teachers regularly analyze multiple data (i.e., Interim Performance Report, No Child Left Behind, Measures of Academic Progress, ThinkLink, Imagine It! [Elgin Foundation] reading program, PLAN, EXPLORE, ACT) to monitor student progress and identify curricular gaps. The superintendent requires school leadership to analyze test results with teachers at their schools. Teachers disaggregate test data by content areas or grade levels and complete a form noting, "What does the data tell us?" and "What are the next steps?" in making modifications in the curriculum to improve student achievement. Principals collect these forms and submit them to district leadership. All principals report monthly to the board on student performance data. The director of academic performance disseminates a monthly comprehensive newsletter which includes school test scores to the board, district leadership, school leadership, teachers, guardians and community members.

##### **2.1e    Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.**

District leadership collaborates with school leadership at the high school to review teacher data notebooks which include numerous sources of data (e.g.,

# District Leadership Assessment Summary Report

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3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

### **Performance Rating    3**

formative and summative assessments, results from ThinkLink, samples of student work). District and school leadership provide some feedback to teachers regarding the quality of assessments and student responses to assessment tasks. High school students keep data notebooks that contain their test data and samples of their own work. District and school leadership meet with high school students at regular intervals on “student data days” to help them analyze their own data and determine reasons for strengths and weaknesses in their performances. District leadership occasionally reviews assessments during walkthrough observations at all grade levels and provides some feedback to teachers. District leadership articulates the expectation that teachers use this feedback and analysis of assessment data to inform instructional practices and determine alternate methods for reteaching students who did not master content. However, district leadership has not developed a monitoring system to ensure teacher modification of instructional practices occurs after data is analyzed and feedback is given.

2.1g    Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The district assessment coordinator trains all building assessment coordinators on the administration of and ethical procedures for state testing practices. Building assessment coordinators train all persons at their respective schools who are involved in the state testing process on appropriate guidelines for administering the state assessment. The district assessment coordinator provides an additional training session for school staff that were unable to attend training at their schools. District and school leadership develop and implement appropriate operational procedures for conducting the assessment. The district assessment coordinator collaborates with school leadership to develop testing schedules. District leadership ensures that accommodations for the state assessment follow state mandates for all students including those with special needs. The district assessment coordinator monitors Administrative Code sign-in sheets. Board Continuous Assessment Policy 08.222 ensures proper implementation of operational procedures and administration of the state assessment.

# District Leadership Assessment Summary Report

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### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

#### **Standard 2**                      **Classroom Evaluation/Assessment**

#### **Performance Rating    2**

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

District and school leadership provide support to high school teachers in developing assessments aligned with Kentucky Core Academic Standards and core content during professional learning community meetings. High school teachers deconstruct standards and determine learning targets one week and develop formative and summative assessments congruent to the standards the following week in these meetings. District leadership provides limited support to teachers in other grade levels in implementing rigorous, authentic assessments aligned with Kentucky standards. District leadership reviews all school council policies but has not ensured that all councils have adopted a best practice classroom assessment policy. District leadership conducts walkthrough observations in all schools using a different walkthrough instrument for elementary, middle and high school. District leadership uses a walkthrough instrument that addresses formative and summative assessments and inclusion of rigor and "I Can" statements for alignment with state standards. District leadership reviews classroom assessments in high school teachers' data notebooks and samples of classroom assessments at other grade levels during walkthroughs. District leadership provides some feedback to teachers after observations regarding rigor, authenticity and alignment. Many teacher-designed assessment tasks lack rigor and authenticity and do not always challenge students to apply critical thinking and problem-solving skills at a proficient level.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

District leadership works with school leadership to provide some opportunities (e.g., professional learning communities, common planning time in some schools, grade level meetings, professional development sessions) for teachers to collaboratively develop authentic assessment tasks that are aligned with Kentucky Core Academic Standards and core content. High school teachers collaborate monthly during content-area professional learning community meetings to develop formative and summative assessments congruent to standards. District leadership has not developed a process to ensure teachers at all grade levels and content areas design rigorous, authentic assessment tasks aligned with state standards.

- 2.1c Students can articulate the academic expectations in each class and know

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Summary Findings in: **Academic Performance**

#### **Standard 2                      Classroom Evaluation/Assessment**

#### **Performance Rating    2**

what is required to be proficient.

District leadership provides some monitoring of schools to determine if students know the requirements for proficiency during walkthrough observations. District and school leadership use a different walkthrough instrument for elementary, middle and high school observations. Some district and school leadership may informally ask students questions about expectations in each class, but none of the walkthrough instruments include a component to ask students questions pertaining to how they know if their work is good. District leadership primarily analyzes data from various sources (e.g., Interim Performance Report, No Child Left Behind, Measures of Academic Progress, ThinkLink, Imagine It! [Elgin Foundation] reading program) to measure student proficiency and progress.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

District leadership expresses the expectation that teachers make students aware of Student Performance Level Descriptions and share rubrics noting expectations with students prior to assessments or assignments. District leadership monitors schools during walkthrough observations to determine if students understand the criteria of performance standards. The elementary, middle and high school walkthrough instruments include the expectation for posting student work. Some classrooms and commons areas of buildings displayed student work, but the work was seldom accompanied with a rubric or descriptions of performance standards. Models of proficient work were rarely visible in classrooms for students to view.

- 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership has communicated the expectation that teachers at all grade levels should analyze student work to inform instructional practices and make needed modifications in the curriculum. District and school leadership work with high school teachers monthly during professional learning communities to analyze student work using a formal protocol and developing instructional strategies based on the analysis. Elementary and middle school teachers review student work but seldom formally analyze it. Many teachers have not received training in skills necessary to analyze student work. District leadership has not determined a formal protocol for teachers in grades

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## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

### **Performance Rating    2**

kindergarten through eight to use in analyzing student work. District leadership does not have a consistent process to monitor teacher practices related to analyzing student work to inform teaching and learning.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 2      Classroom Evaluation/Assessment**

District leadership should provide opportunities for teachers in all content areas or grade levels to collaboratively design authentic, rigorous assessments aligned with state standards. District leadership should provide training and assist teachers in developing assessments that require students to use critical thinking and problem-solving skills at a proficient level.

District leadership should ensure all school councils address classroom assessment in appropriate policy and develop a process to monitor implementation of the policy to ensure assessments are standards-based, rigorous and authentic.

District leadership should provide assistance to all teachers in acquiring skills necessary to formally analyze student work. District and school leadership should monitor teacher practices to ensure results of the analysis inform teaching and learning.

District leadership should collaborate with school leadership to ensure classrooms and commons areas of buildings display samples of student work with accompanying rubrics to enable students to view models of proficiency. District and school leadership should question students regarding the requirements and expectations for proficiency on assessment tasks.

#### Resources:

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

### **Standard 3**                      **Instruction**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, curriculum documents, curriculum maps, district technology plan, employee handbooks, faculty meeting agenda, lesson plans/units of study, master school schedule, needs assessment data, professional development records, professional resource materials, records of teacher certification/experience, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, student handbook, student work, student/parent/staff handbooks, teacher portfolios and TELL Survey Results

Interviews with assistant principal, classified staff, community members, district leadership, local board of education members, media specialist, parents, principal, school council members, students and teachers

Observations of classrooms, common areas, computer lab, hallways and media center

### **Performance Rating    3**

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

District leadership recruits certified personnel by posting jobs on the state Web site (i.e., Kentucky Educator Placement Service), district Web site and Teach For America. All teachers in the district are properly certified by the Educational Professional Standards Board, and four teachers are also certified by the National Board for Professional Teaching Standards. District leadership assists school leadership in planning or delivering professional activities focused on current professional practices to challenge and motivate student learning. District leadership provides professional development opportunities (e.g., RTI strategies-reading revisited, data notebooks [teacher and student], formative assessment, differentiated instruction) to update content knowledge and current professional practices.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The board has adopted Technology Policy 5.22 stating that the district shall comply with Federal Communication Commission (FCC) rules and regulations. The board also has Access to Electronic Media policy 08.2323AP.1 offering students, staff, and members of the community access to the district's computer network; however, the board has not developed a



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    3**

policy regarding specific instructional use of technology. District leadership has developed a Technology Plan, July 2011, to provide students and staff with technology to meet their instructional and administrative needs to continue to upgrade hardware and software requirements to meet the needs of existing technology programs (e.g., Infinite Campus, Measures of Academic Progress, ThinkLink, Brainpop, Accelerated Reader) and to meet Kentucky Education Technology Systems standards. All schools in the district use the Leslie County Technology Plan to meet Kentucky Education Technology systems standards. The district technology integration specialist and chief information officer work with staff to provide training and support for technology based on the needs of individual schools' surveys. A technology observation form was developed to monitor available technology, utilization and student engagement. Some teachers and staff are participating in the Kentucky Reading Project (KRP) and Nook Pilot Project integrating tablets into reading instruction for all subjects.

- 3.1f    Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

The board has adopted Instructional Resources policy 08.232 which states that "within budgetary limits" schools or school councils establish an equitable method of allocating funds to purchase instructional resources. District leadership ensures all schools have adequate supplemental instructional resources (e.g., materials, technology, textbooks) to deliver the curriculum to all students. District and school leadership sometimes collaborate in the acquisition of resources. Some instructional resources are provided through grant funding and community partners (e.g., Elgin Foundation, GearUp, Unite, Leslie County Fiscal Court Coal Severance grant).

- 3.1h    There is evidence that homework is frequent and monitored and tied to instructional practice.

The board adopted Homework policy 08.211 that states each school council should establish standards for out-of-school assignments that encompass the amounts and types of homework to be given by grade level. All school councils have adopted homework policies and principals have defined procedures for homework assignments. The superintendent expresses the expectation that school council homework policies are equitable, developmentally appropriate and extend learning beyond the classroom. District and school leadership do not always monitor classroom practices to

## District Leadership Assessment Summary Report

### Leslie County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 3**            **Instruction**

**Performance Rating    3**

ensure the homework policy is always implemented as developed.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

- 3.1a    There is evidence that effective and varied instructional strategies are used in all classrooms.

The board has several policies on instruction (e.g., Instructional Organization, 08.12; Instructional Resource, 08.232; Instructional Resource Procedures, 08.232 AP.1; Review of Instructional Materials, 08.2322) but the policies are guided by state regulations and do not precisely address the need to vary instructional practices in classrooms. District leadership and school leadership conduct walkthrough observations that include monitoring key areas (e.g., “I Can” statements, climate and culture, academic performance, engagement, tiered instruction) practiced in classrooms. District leadership provides opportunities for teachers to receive training in a variety of effective research- based instructional strategies (e.g., GO Math, Imagine It! [Elgin foundation] reading program, Kentucky Reading Project, ThinkLink). District leadership communicates to school leadership the expectation that instruction be effective and include multiple strategies appropriate to learning targets. District leadership has not ensured teachers consistently use effective and varied instructional strategies and activities in all classrooms. Some teachers use traditional instructional practices (e.g., lecture, textbooks, teacher-directed note taking, worksheets, and completion of chapter questions) that often do not actively engage students or address their diverse learning styles.

- 3.1b    Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

District leadership ensures that schools have resources, time and support to align research-based instructional strategies and activities with school, district and state learning and assessment goals. District leadership does not consistently monitor to determine whether or not these resources are positively impacting student achievement. District leadership presents a variety of professional development activities (e.g., data notebooks [teacher and student], formative assessment, differentiated instruction [engagement, multiple intelligences, learning styles]) to increase teacher instructional capacity. Teachers at the high school participate in professional learning communities to deconstruct the standards, determine learning targets, develop formative and summative assessments congruent to standards and analyze student work. The professional learning communities at the middle and elementary grades are at different levels of implementation. District and school leadership collect data from assessments (e.g., Measures of

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

#### **Standard 3**                      **Instruction**

#### **Performance Rating    2**

Academic Progress, ThinkLink, Study Island, ACT practice test) and conduct analysis to inform instructional practices and to determine response to intervention strategies to close achievement gaps at the high school. However, the analysis of assessment data is limited in middle and elementary grades except in the kindergarten through third grade Imagine It! (Elgin Foundation) reading program. District and school leadership communicate expectations that lessons contain activities congruent to core content and provide rigorous activities to meet learning goals. However, instructional activities often lack rigor and do not always address the diverse learning needs of students.

- 3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

District leadership works with school leadership in monitoring classroom instructional practices through walkthrough observations to determine if teachers use instructional strategies that meet the learning needs of all students. District leadership expresses the expectation teachers display “I Can” statements and identify the targeted curriculum standards in their lesson plans and have plans available for review during walkthrough observations. District and school leadership developed a Response to Interventions program based on a tiered accountability model of implementation. The intervention system provides research-based instruction for students in each tier. Progress monitoring occurs in a timely manner to document a base on which instructional changes should be made to the curriculum and to what degree students’ are progressing. District and high school leadership created a data notebook system for students and teachers to analyze data to identify standards not mastered and address individual student needs. Teachers often use formative assessments (e.g., bell ringers, exit slips, quizzes) to measure student learning, but few use these assessments to guide instructional practices. Some teachers rely on whole group instruction and rarely differentiate activities or provide opportunities for students to apply higher-order thinking skills.

- 3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

District and school leadership provide some opportunities (e.g., common planning, professional learning communities) for teachers to analyze student

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

### **Performance Rating    2**

work. District and school leadership assist teachers in the analysis of student work at some grade levels (e.g., high school, primary levels). District leadership has not identified or implemented a protocol for analyzing student work or using the resulting data to identify strengths and weaknesses in the instructional program at the middle and elementary levels. District leadership ensures a review of student assessment data (e.g., Measures of Academic Progress, ACT practice test, ThinkLink) is occurring but does not ensure that student work is analyzed to affect change in instructional practices and student achievement.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 3**      **Instruction**

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Academic Performance**

#### **Standard 3**      **Instruction**

District and school leadership should collaboratively utilize the walkthrough process to identify teachers needing support in delivering rigorous and engaging instructional practices.

District leadership should ensure all schools analyze student work to identify strengths and weaknesses in the instructional program.

#### Resources:

Coil, Carolyn. August 1, 2009. Differentiation, RTI and Achievement: How They Work Together.

Coil, Carolyn & Merritt, Dodie. January 1, 2011. Revised edition. Solving the Assessment Puzzle Piece by Piece.

Strong, Richard & Silver, Harvey. August 28, 2007. Reading for Academic Success, Grades 2-6: Differentiated Strategies for Struggling, Average and Advanced Readers.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

#### **Standard 4                      School Culture**

#### **Findings For This Standard Are Based On:**

Review of attendance records, brochures, pamphlets, classroom displays, committee rosters, documentation of parent contacts, employee handbooks, examples of school to home communications, facility inspection reports, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, newspaper clippings/press releases, newspapers, organizational charts, perception survey results, safe schools data reports, school event calendar, school/district safety plan, student discipline reports, student handbook, student work, textbook/instructional resources purchasing plans, trophy cases and yearbooks

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, district leadership, local board of education members, parents, principal, school council members, school nurse, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, hallways and media center

#### **Performance Rating    4**

- 4.1i    Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

The board and superintendent engaged stakeholders in the development of a comprehensive communications plan as a part of the district goal on communication. Internal and external communication is defined with detailed venues and initiatives (e.g., Fast Five Facts, emails with receipts, school messenger calls, communication flow chart) to ensure successful communication. District leadership monitors teacher communications with parents, Web site hits, read email receipt numbers and other pertinent communication data and reports monthly to the board. District leadership has developed a teacher Web page rubric to facilitate the effectiveness and ease of access for parents and guardians. District leadership regularly surveys stakeholders to gauge perceptions and to identify areas of concern. District leadership attend civic and business meetings (e.g., Chamber of Commerce, Leslie County Cooperative Extension Advisory Board) on a regular basis. District leadership disseminates a comprehensive high school newsletter including multiple sources of data (e.g., student achievement trends, walkthrough results, School Improvement Grant expenditures) for all stakeholders (e.g., board members, administrative team, guardians, community leaders).



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating    3**

- 4.1a    There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The board has adopted policies (e.g., Student Conduct, 09.42; Student Health and Safety, 09.22; Safety, 05.4) and procedures to provide a safe, orderly and equitable learning environment. The district developed and adopted a comprehensive school safety plan and ensures all individual school and district information is current. District leadership provides drill and safety training of staff and distributes Quick Reference Charts from the Center for School Safety and Red Bucket lock down kits. District leadership engaged the Kentucky Center for School Safety to conduct safety audits at the high school and Mountain View Elementary. District leadership publishes the Code of Student Conduct, Substance Abuse Policy and grievance procedures in the student handbook. Students receive a copy of the handbook and it is posted on the district Web page. District leadership conducts monthly random drug tests of staff, student drivers and students involved in competitive extra-curricular activities. District leadership is in the beginning stages of implementing district-wide Kentucky Center for Instructional Discipline Positive Behavioral Interventions and Support (KYCID-PBIS) behavioral management program. Some staff members have been trained in the School-wide Information System (SWIS) designed to collect and disaggregate (e.g., time of day of events, number of events, number of students involved) discipline data for the program and some data analysis has begun. The superintendent and district leadership regularly evaluate the learning environment through various sources of data (e.g., stakeholder surveys, walkthroughs, attendance, discipline, family contacts).

- 4.1b    Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The superintendent and board in collaboration with stakeholders have adopted and embraced the motto "Together We Can". District leadership ensures the motto is incorporated into information and communication shared with stakeholders. The superintendent has taken the Children's Reading Foundation initiative "Read Together 20 Minutes Every Day" into the community. Stakeholders are asked to commit their support to the initiative. The board regularly recognizes and celebrates student and staff achievement. Multiple venues (e.g., local newspaper, school and district newsletters, Web pages) are used to share and recognize successes and

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating    3**

achievements. The board extended the school day to provide additional instructional time and for response to intervention classes at the high school. Teachers are provided some opportunities (e.g., professional learning communities, common planning times, Teacher Leader Network) to share strategies and instructional practices. District leadership has not intentionally provided opportunities for teachers to share between schools.

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

The superintendent assigned district liaisons to school councils. District leadership is in the process of implementing and monitoring Kentucky Center for Instructional Discipline Positive Behavioral Interventions and Support (KYCID-PBIS) behavioral management program district-wide. District leadership regularly monitors attendance data and provides interventions (e.g., home visits, Truancy Diversion team Thursday programs with parents and students). The superintendent regularly spotlights individual staff members and students as Leslie County Eagle Excellence award winners. Principals report monthly to the board on performance data (e.g., academic, behavioral, attendance) and interventions (e.g., strategies, program successes, number of students participating).

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

The superintendent has intentionally included stakeholders in dissemination of information, input opportunities (e.g., surveys, committees) and in accountability (e.g., "Together We Can", "Read Together 20 Minutes Every Day") to foster support for student achievement. The board added a second monthly meeting for reports from principals and district personnel on initiatives and student achievement in the schools and district.

- 4.1e Teachers recognize and accept their professional role in student success and failure.

The superintendent communicates (e.g., mission statement, district motto, newsletters) the significance of all staff in the success of students. District leadership provides some opportunities for teachers to analyze instructional practices and student success (e.g., high school professional learning communities, common planning, Teacher Leader Network). District

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating    3**

leadership, as part of the district's 20x20 Strategic Plan, articulates the expectation for staff evaluations and growth plans to be tied to the strategic plan and for all staff to be held accountable to the district's mission and vision.

- 4.1f    The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The board follows School Staffing (SBDM) 02.4331 policy in allocation of staff to schools. District and school leadership hire additional staff based on student enrollment data. The board extended the school day to provide response to intervention and enrichment class time at the high school and to maximize student learning opportunities in all schools. The board developed an alternative high school setting (Learning Center) for students needing more individualized, long term behavioral and instructional support. District leadership delegates responsibility to principals for providing gifted and talented services. Teachers certified in gifted education are in most schools and provide gifted academic services (e.g., advanced courses at the high school, elementary enrichment programs). The district has developed a draft Gifted and Talented Plan but has not presented the plan to the board to adopt or begun implementation of strategies. The district's Strategic Goal 2.0, Next Generation Professionals, is designed to incrementally increase the number of teachers with National Board Certification over the next eight years.

- 4.1g    Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

District leadership has defined 2011-12 communication goals and steps within the 20x20 Strategic Plan. Some strategies identified include every homeroom teacher will make phone contact with each student's guardians within the first three weeks of school, three "praise" notes by each teacher sent home weekly and monthly principal reports on communication to the board. District leadership, through these initiatives, is expanding student progress reports to include continuous two-way communication between school and home. District leadership values teacher Web pages as tools for parents to assist with homework, to stay informed on classroom instruction and activities and to connect between school and home. District leadership has developed a rubric for teacher Web pages to facilitate the effectiveness and ease of access for parents and guardians. Teachers are instructed to keep Infinite Campus information up-to-date. Parents have access to Infinite Campus through the parent portal.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Performance Rating    3**

- 4.1h    There is evidence that the teachers and staff care about students and inspire their best efforts.

District leadership regularly conducts surveys of stakeholders to gauge and address perceptions throughout the district and community. The superintendent communicates with business and community members to solicit input and concerns. The board receives reports monthly on communication methods and data from district personnel and principals. District leadership articulates the expectation that teachers send home three “praise” notes per week to build relationships and support with parents and guardians. District leadership has implemented community-wide initiatives (e.g., “Together We Can”, “Read Together 20 Minutes Every Day”) to foster support for student success.

- 4.1j    There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

District leadership in collaboration with stakeholders developed a comprehensive communication plan with a General Flow of Information to the Public chart to ensure consistent and effective communication. Specific personnel are identified to facilitate communication to stakeholders. District leadership ensures student recognitions are in all areas of achievement and occur frequently through both formal and informal celebrations. District leadership recognizes and celebrates student achievement throughout the community through a variety of venues (e.g., local newspaper, newsletters, emails, community banners, marquees, board meetings).

- 4.1k    The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

District leadership has developed Strategic Goal 3.0, Next Generation Support Systems, as part of the district’s 20x20 Strategic Plan. Strategic Goal 3.0 includes sub-goals (e.g., 3.2 healthier food service program, 3.3 technology infrastructure, 3.4 attendance) to reduce the impact of socio-economic, cultural and physical factors on learning. The superintendent has provided additional resources (e.g., extended school day, Imagine It! [Elgin Foundation] reading program, elementary counselors, alternative school, Kentucky Reading Project and Nook pilot project, school nurses and County

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**      **School Culture**

**Performance Rating    3**

of Leslie Lifting Youth clinics) to address barriers through leadership, collaboration and partnerships. District leadership's ongoing collaboration with stakeholders (e.g., Truancy Diversion Team, Coal for Kids,) provides continuous input in programs and services designed to alleviate barriers to ensure student success.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**      **School Culture**

## **District Leadership Assessment Summary Report**

### **Leslie County**

#### **School District**

3/18/2012 - 3/23/2012

Summary of commendations in: **Learning Environment**

#### **Standard 4      School Culture**

The board, superintendent and district leadership are commended for the comprehensive communication plan developed through collaboration with stakeholders. The flow chart, goal strategies and the teacher Web page rubric illustrate the intentional focus of the district on transparent, two way communication between and among stakeholders.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 4**      **School Culture**

District leadership should develop a systematic process to intentionally provide opportunities for teachers to collaborate across schools vertically and horizontally. The process should ensure regular collaboration with purpose, agendas and minutes.

Resources:

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY:Prichard Committee for Academic Excellence.

Muhammad, Anthony. Solution Tree Press, 2009. Transforming School Culture: How to Overcome Staff Division.



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

#### **Standard 5                      Student, Family and Community Support**

#### **Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, civic group programs/agenda, committee meeting minutes and agenda, community involvement programs, curriculum documents, curriculum maps, district technology plan, eWalk data, examples of school to home communications, Extended School Services program overview and data, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, lesson plans/units of study, parent and community member workshop schedule, policies and procedures on access to student records, samples of student work products, school communications plan, school event calendar, student handbook, Title 1 program plan, 20 x 20 Strategic Plan, 30-60-90 Day Plans and TELL survey results

Interviews with assistant superintendent(s), central office staff, classified staff, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, principal, school nurse, students and teachers

Observations of classrooms, common areas, computer lab and hallways

#### **Performance Rating    **3****

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

District leadership has developed a communication plan identifying internal and external communication. District leadership shares information through multiple venues (e.g., Fast Five Facts, email with receipts, school messenger, Coach's Corner radio program, Month in Review newsletter, email distribution list). District leadership attends Chamber of Commerce monthly meetings to represent the school district. District leadership solicits stakeholder input (e.g., email, surveys, committee participation, Web site) to identify areas of concern. District leadership asks teachers to communicate frequently with parents, monitors this communication and reports data monthly to the board. Teachers are instructed to keep Infinite Campus student information up-to-date. District liaison provides parent services (e.g., Infinite Campus parent portal training, basic computer training, ACT workshop, reading strategies, traveling reading and math backpacks) to assist families in helping with their child's education. District leadership conducts a Family Resource/Youth Services Center coordinators meeting quarterly to discuss and plan activities to reduce barriers to learning. District leadership and Family Resource and Youth Services Center coordinators have formed partnerships with many community agencies (e.g., Elgin Foundation, Leslie County Extension Office,

# District Leadership Assessment Summary Report

## Leslie County

### School District

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Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

### **Performance Rating    3**

Mission of Hope, Kentucky River Community Care, Coal for Kids) to help meet needs of students and families. Family Resource and Youth Services Center coordinators have implemented programs (e.g., Readifest, open house, literacy nights) to make connections with families. District leadership posts attendance procedures online in the Code of Conduct document. District leadership works with high school and middle school leadership to implement a truancy diversion plan and the district diversion team meets bi-weekly to discuss students with excessive absences and to develop goals to reduce this barrier. Elementary leadership has implemented a school attendance committee. District leadership has implemented programs (e.g., Leslie County Learning Center, credit recovery) to reduce drop out rate.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

District leadership provides instructional resources to support active learning (e.g., reading workshops, math manipulatives, science labs, student white boards, Smartboards). District leadership offers health services at all schools through partnerships (e.g., County of Leslie Lifting Youth clinics, Leslie County Health Department). Family Resource/Youth Services Center coordinators and school nursing staff refer students for health and social services. District leadership partners with many agencies (e.g., Elgin Foundation, Leslie County Health Department, Manchester Memorial Hospital, Mission of Hope, Coal for Kids) to meet student needs. District leadership uses data (e.g., Measures of Academic Progress, ThinkLink) to identify academic needs of students. District leadership has developed a Response to Intervention Plan to address reading and math needs of students. District leadership has extended the school day to enable school leadership to implement programs (e.g., Response to Intervention, two hour block for Imagine It! (Elgin Foundation) reading program, Kentucky Reading Project and Nook pilot program). Reading and math intervention teachers have been added to some school staffs. District Response to Intervention team monitors student progress through school visits to examine Response to Intervention individual student folders. District leadership is in the beginning stages of implementing Kentucky Center for Instructional Discipline Positive Behavior Interventions and Support behavioral management programs. Some teachers are using the collaborative teaching model to meet needs of Exceptional Child Education students. Teachers are addressing the impact of cultural differences on student learning in professional learning community work and in planning for tiered intervention classes. District council liaisons

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Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

**Performance Rating    3**

review student assignment council policies and master schedules to ensure they meet the instructional needs of all students. District leadership leaves the assigning of students for instruction to school leadership.

5.1e    The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The board adopted Student Records Policy 09.14 that addresses the maintenance, security and quality of student records. District leadership follows proper records release and access guidelines. Infinite Campus is used to maintain student attendance, academic, medical and discipline records. District leadership instructs school staffs to keep Infinite Campus information up-to-date. District leadership has offered Infinite Campus parent portal training to assist families in accessing their child's records. District leadership monitors the completion of individual learning plans through on-line reports. District leadership explains individual learning plans to families through the Month in Review newsletter.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

**Performance Rating    2**

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

District leadership and Family Resource/Youth Services Center coordinators meet quarterly to review and evaluate services to ensure student needs are being addressed. District and school leadership implement a six-weeks Extended School Services program prior to state assessment to provide additional assistance to students not performing at proficient levels according to various data (e.g., Measures of Academic Performance, ThinkLink, attendance, failing grades). District leadership has used Title I and Title VI funds for additional staff and programs (e.g., instructional coaches, parent liaison, Study Island, Brainpop, Accelerated Reading). District leadership is in the beginning stages of adding elementary counselors through an elementary counseling grant. District leadership has not implemented a guidance services plan. District leadership has installed smart classroom technology in most classrooms and monitors teacher and student use through technology walkthroughs to determine need for teacher training. District leadership does not always ensure students are actively engaged in use of instructional technology. The board has adopted Curriculum Policy 08.1 to ensure all students have access to common academic core. District leadership monitors curriculum access (e.g., master schedules, curriculum maps, instructional and technology walkthroughs). District leadership conducts some review of expenditures of federal and state grants and programs through conversations with principals at working board meetings and through online monitoring but does not collect assessment data over time to determine their effectiveness on student learning.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

District and school leadership collaborate to ensure each school provides services (e.g., Extended School Services, Response to Intervention, two hour reading block at elementary level, credit recovery, technology resources) for students who need additional time and assistance to master core content. District leadership uses multiple sources of data (e.g., Measures of Academic Progress, ThinkLink, data notebooks, Response to Intervention student folders) to monitor student services. District leadership has just recently implemented some of these services (e.g., Response to Intervention, two hour reading block for elementary) and have not had adequate time to collect

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

### **Performance Rating    2**

data to determine if additional services are needed. District leadership does not always ensure support program staff (e.g., Family Resource/Youth Services Center coordinators, school nurses, guidance counselors, Extended School Services staff) collaborate to eliminate gaps and overlaps in delivery of services.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 5**                    **Student, Family and Community Support**

## District Leadership Assessment Summary Report

### Leslie County

#### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 5      Student, Family and Community Support**

District leadership in collaboration with school guidance counselors should develop a plan for delivery of counseling services to ensure a district wide guidance program is designed to meet academic, emotional and physical needs of all students.

District leadership should ensure collaboration of support program staff to coordinate services to meet needs of students without gaps and overlaps in delivery of services.

District and school leadership should monitor the use of technology in all schools to ensure all teachers are using it to enhance instruction. All students should be provided opportunities in the use of technology as a resource for learning and a tool for everyday life.

Resources:

Barr, R. & Parrett, W. (2006). The Kids Left Behind. Bloomington, IN: Solution Tree.

Jensen, Eric. 2009. Teaching With Poverty In Mind.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

#### **Standard 6**                      **Professional Growth, Development, and Evaluation**

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, organizational charts, professional development records, professional resource materials, records of teacher certification/experience, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school improvement planning team meeting minutes and agenda, student work and teacher portfolios

Interviews with assistant principal, assistant superintendent(s), central office staff, community members, curriculum resource specialist, district leadership, parents, school nurse, speech pathologist, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, hallways and media center

#### **Performance Rating    3**

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

The superintendent and district leadership articulate a belief that professional development is an essential part of district and school improvement to occur as a change process over time. District leadership has a Professional Development policy 3.19 for planning professional development. The superintendent and administrative team collaborate with school principals and the professional learning community leader group to ensure instructional and leadership professional growth needs of the staff are determined and aligned to School Improvement Grant goals and the 30-60-90 Day School Improvement Planning document. District and school professional development plans are aligned and centered on the three Big Rocks: School Culture –Vision, Academic Performance, Data-Based Decision Making. The school professional learning community protocol guides the work of the School Improvement Grant and the 30-60-90 Day Plan. District leadership has a systematic process for collecting data to ensure every employee in the district participates in learning experiences that will enhance their ability to meet and maintain high expectations and to support improved student



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Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    3**

achievement in all schools.

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

District and school leadership collaborate to plan effective professional development. School leadership has included professional development activities within the 30-60-90 Day plans aligned to the district strategic plan goals. District leadership expects professional development plans in each school to support improvement plans for the school under the Three Big Rocks. School leadership ensures individual growth plans are incorporated into school professional development plans to meet instructional and leadership needs. District and school leadership provide job-embedded professional development activities which have continuity and scaffold on previous experiences.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

District leadership ensures that professional development priorities for district and school administrators are intentionally aligned with goals for students identified in the district strategic plan and the 30-60-90 Day plan for improvement. District and school leadership use the personnel evaluations to make intentional and deliberate connections to design a professional development plan to support individual professional growth needs of the staff.

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

District leadership collaborates with school leadership to ensure alignment occurs between actual professional development activities and the school 30-60-90 Day improvement plans. District leadership has developed strategic plan components which include goals and activities for improving instruction, student learning, and supporting professional development activities to improve professional staff growth. District leadership provides school leadership assistance (e.g., walkthroughs, monitor professional learning communities, Director of Academic Performance) to support and to monitor staff professional development activities and impact on student learning. Principals report each month to the district administrative team and provide student progress data to reflect the impact of professional development and

# District Leadership Assessment Summary Report

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3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6** **Professional Growth, Development, and Evaluation**

**Performance Rating 3**

school improvement.

6.1e Professional development is on-going and job-embedded.

District leadership through the district professional development plan provides growth opportunities for all staff with an intentional focus on continuous training to build leadership and instructional capacity. Professional development planning is based on continuity from previous years. District leadership has structured the professional development plan to be a multi-year program for staff professional development activities including follow-up and support. District leadership provides job-embedded professional development opportunities for staff at both district and school levels. District leadership provides opportunities for embedded collaboration (e.g., peer coaching, train the trainers, modeling, walkthroughs) to foster continuous professional development at the district and school level.

6.2a The school/district provides a clearly defined evaluation process.

The board adopted Evaluation (Certified) policy 03.18 and Evaluation (Classified) policy 03.28 for the evaluation of all staff. The board approved procedures in the Leslie County Schools Performance Based Evaluation Process on July 22, 2008. The Kentucky Department of Education approved the plan on July 31, 2008, certifying the plan met all state requirements for the evaluation of personnel. District and high school leadership implement the plan as directed.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The board adopted School Budget and Purchasing (SBDM) policy 02.4242 which states professional development allocations to schools shall be "equal to or greater than that specified by the formula prescribed in Kentucky Administrative Regulations (702 KAR 3:246)". District leadership meets policy requirements by appropriating professional development allocations to all schools based on student enrollment and average daily attendance. District leadership provides some additional funds and resources to the high school to supplement per pupil funding in attempt to meet some school-specific needs (e.g., additional Advanced Placement textbooks, Continuous Instructional Improvement Technology System [CIITS] training, English-Language Arts, Mathematics Teacher Leader Network, Director of Academic

# District Leadership Assessment Summary Report

## Leslie County

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Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

### **Performance Rating    3**

Performance, Kentucky Society for Technology in Education conference). District leadership has a systematic process (e.g., professional learning communities monitoring, reviewing teacher data notebooks, walkthrough observations) to determine and evaluate the significance or impact of professional development activities, resources and expenditures on the identified learning needs of students.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

District leadership requires all certified personnel to develop an individual professional growth plan as outlined in the Leslie County Schools Performance Based Evaluation Process. District leadership collaborates with the evaluatee to develop, review or revise their growth plans. Possible growth areas are discussed and priorities are identified to align with the goals of the district strategic plan and the school 30-60-90 Day plans. School leadership evaluated 100 percent of the high school faculty last year, with three receiving a “Does not Meet” rating and 25 receiving a “Needs Improvement” rating on the summative evaluation. District leadership compiles a District Evaluation Summary for state reporting. The assistant superintendent’s Prepare, Inquire, Act (PIA) action plan focuses on evaluations and he regularly communicates with all principals to ensure the evaluation process, including the development and review of individual growth plans is being completed as required and in a timely manner. District leadership has a systematic process (e.g., professional learning communities monitoring, reviewing teacher data notebooks, walkthrough observations) to ensure that plans are implemented as designed.

6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The board adopted Evaluation (Certified) policy 03.18 and established procedures in the Leslie County Schools Performance Based Evaluation Process approved by the Kentucky Department of Education on July 31, 2008. The plan is in compliance with all state requirements and district and school leadership implement the plan and procedures accordingly. District leadership supports administrators in the development of evaluation skills by requiring all primary evaluators to attend an annual review of the district certified evaluation process prior to the beginning of the school year. District and school leadership conduct walkthroughs and provide feedback to

# District Leadership Assessment Summary Report

## Leslie County

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3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6** **Professional Growth, Development, and Evaluation**

**Performance Rating 3**

determine what impact the evaluation process has played in improving teacher practices and behaviors.

- 6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

The Leslie County Schools Strategic Plan identifies strategies (e.g., Continuous Instructional Improvement Technology System (CIITS) training, high quality math and language arts professional development, Instructional School Leadership Network) to improve instructional leadership. District and school leadership fulfill Effective Instructional Leadership Act requirements through these and a variety of other professional development opportunities (e.g., Planting the Seeds, Quality Core Data Review, Every Child Counts, Foundations of Leadership, KY CASE Summer Institute, Kentucky Valley Educational Cooperative).

- 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

District leadership engages in frequent conversations with school leadership regarding timely adherence to the certified evaluation process, especially the formative evaluations of struggling teachers. District leadership has a systematic process to monitor formative teacher evaluations with timely feedback to ensure necessary changes in teacher practices and behaviors. District leadership collects summative evaluations to ensure all staff members are evaluated as directed by the Leslie County School Performance Based Evaluation Process.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

### **Performance Rating    2**

- 6.1f    Professional development planning shows a direct connection to an analysis of student achievement data.

District leadership reviews professional development activities in both the district and school plans and has a process to monitor and document growth and impact of professional growth. District leadership has a process (e.g., Education Recovery Team, participation walkthrough monitoring, professional learning communities monitoring, meetings minutes, professional development evaluation) to review professional development activities at school and district level and to ensure connections to data-based needs of students and student progress at each school. District leadership provides support to school leadership in order to strengthen the connections when a review of a school improvement plan detects a weakness. The district strategic plan does not include established measurable goals documented from analysis of student assessment data with benchmarks to demonstrate closing achievement gaps for identified student populations.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

## District Leadership Assessment Summary Report

### Leslie County

#### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Learning Environment**

#### **Standard 6      Professional Growth, Development, and Evaluation**

District leadership should ensure the systematic process to monitor the implementation of professional development training is consistent in all schools and classrooms to measure the impact on teacher practice and student performance.

District leadership should ensure the district strategic plan includes professional development needs and measurable goals determined by analysis of assessment data and student work including benchmarks for closing the achievement gaps for identified populations of students.

#### Resources:

National Comprehensive Center for Teacher Quality, [www.tqsource.org](http://www.tqsource.org).

National Institute for Excellence in Teaching: Best Practice Center for Educator Evaluation.  
[www.niet.org](http://www.niet.org)

Guskey, T.R. (Thousand Oaks, CA, Corwin Press 2000) Evaluating Professional Development.

National Council for Teachers of English, [www.ncte.org](http://www.ncte.org)

National Council for Teachers of Mathematics, [www.nctm.org](http://www.nctm.org)

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 7                      Leadership**

#### **Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, class rosters, classroom assessments, classroom assignments, classroom displays, comprehensive district improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, district technology plan, employee handbooks, examples of school to home communications, Extended School Services Schedule, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Kentucky Performance Report disaggregated data, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, needs assessment data, newspaper clippings/press releases, newspapers, organizational charts, perception survey results, professional development records, records of teacher certification/experience, report cards/progress reports, safe schools data reports, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school budget and allocations, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school newsletter, school procedures manual, school profile, School Report Card data, school Web pages, school/district safety plan, state statute and regulation, student handbook, student work, student/parent/staff handbooks, student/teacher ratio, teacher portfolios, Title 1 program plan, trophy cases, Infinite Campus Reports, TELL survey results, walkthrough Data, District Strategic Plan and 30-60-90 Day plan

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, local board of education members, media specialist, parents, principal, school council members, school leadership, school nurse, school resource officer, students, superintendent, teachers and volunteers

Observations of cafeteria, classrooms, common areas, computer lab, hallways, media center and outdoor areas

#### **Performance Rating    **4****

**7.1a    Leadership has developed and sustained a shared vision.**

**The superintendent and district administrators revised the mission statement in June 15, 2010, after facilitating meetings with stakeholders in March and**



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    4**

April 2010, to receive input into the revision of the district's mission, vision and belief statements. The board adopted the current mission statement "The Leslie County School District is committed to meeting the needs of each individual child, physically, emotionally and educationally" and the vision statement "The Leslie County Schools are committed to producing students fully prepared to meet the needs of the changing world by equipping all students with knowledge, skills and abilities at proficient levels; thus facilitating their journey to becoming successful adults and life-long learners". The mission and vision statements were reviewed by the local board on July 12, 2011 and are the foundation for decision-making in the district. The mission and vision statements are visibly displayed in a variety of places (e.g., foyer of district office, school entrances and meeting rooms) and included on many district and community communications (e.g., newspaper articles, Web page, e-mails, publications). District leadership intentionally communicates with stakeholders the efforts and progress made toward achieving the vision of the district. The superintendent articulates the vision to community stakeholders through community presentations and publications. The superintendent actively promotes the aspiration of becoming a Top 20 School District by 2020.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    3**

- 7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The board has established a working session where principals from all schools present monthly student performance data reports. The director of academic performance develops and disseminates a monthly comprehensive newsletter to the board, the district administrative team, principals, teachers, families and community members. This newsletter includes numerous sources of current data (e.g., school test scores, walkthrough observation results) related to student academic progress and teacher instructional practices. District leadership utilizes multiple sources of data (e.g., Interim Performance Report, No Child Left Behind, Measures of Academic Progress, ThinkLink, Imagine It! [Elgin Foundation], ACT, PLAN, EXPLORE) in making decisions that impact student learning. The superintendent seeks input from district and school leadership in making curricular and instructional decisions that affect student achievement.

- 7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

The superintendent collaborates with administrators to develop individual professional growth plans that are based on leadership standards and are focused on goals and objectives connected to individual, school and district strategic plan improvement goals. The superintendent reviews and offers input on each administrator's growth plan at formative and summative evaluation conferences. The superintendent periodically reviews plans with administrators to provide feedback on growth goals. The superintendent assists administrators with revisions of growth plans as needed if targeted individual and school or district goals are not being met. The superintendent and district leadership have developed District Prepare, Inquire, Act (PIA) plans to support goals in the district strategic plan.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The superintendent and district staff, in conjunction with board members and school leadership, participates in monthly board working sessions to provide school leadership an opportunity to discuss school improvement efforts, data

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    3**

collected from formative assessments (e.g., Measures of Academic Progress, ThinkLink, GO Math) and behavior reports. School leadership provides multiple data reports, but district leadership seldom uses the data to set benchmarks for improvement or aggregates the cumulative school data into a cohesive report to track district progress over time. District leadership analyze data from population sub-groups (i.e., special education, free and reduced lunch) to inform decisions and to determine student achievement growth over time. Specific improvement targets addressing identified achievement gaps in schools across the district have not been identified within the district strategic plan.

- 7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

District leadership provides district and school staff access to Kentucky Core Academic Standards, Quality Core documents and multiple data resources (e.g., GO Math, Measures of Academic Progress, ThinkLink, Infinite Campus reports). District leadership ensures staff members receive training necessary to use curricular data and technology resources. District leadership has initiated a process to deconstruct the Kentucky Academic Core Standards in reading and math. District leadership (e.g., Technology Integration Specialist, Director of Academic Performance, district administrative team) ensures school staff members are informed and trained to utilize available resources. District leadership has recently provided multiple training opportunities (e.g., Quality Core, Imagine It! (Elgin Foundation) reading program, Kentucky Core Academic Standards) for staff.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The school council coordinator conducts workshops for all principals to review and revise required council policies. The school council coordinator completed training for certification required to provide initial and update training for all school council members. The school council coordinator has scheduled future principal workshops for review and adoption of best practice policies (protection of time). The superintendent has provided some support resources (e.g., Code of Acceptable Behavior, Positive Behavior Interventions and Supports, Response to Intervention, expanded time for math and reading instruction) which allows teachers to focus on effective use of instructional

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Performance Rating    3**

time.

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The superintendent and board of education has adopted a strategic plan that defines goals and desired outcomes for the "Next Generation." The superintendent and district leadership identified strategies, timelines and funding sources needed to meet the goals of the strategic plan. The superintendent allocates all resources in compliance with state and federal guidelines. Most resources are allocated by approved formula. The superintendent and board have implemented a flexible budgeting process which allows for additional resources to struggling schools. District leadership monitors the use of resources through reviews of school 30-60-90 Day plans, reports to the monthly board meeting working session, district instructional and technology walkthrough data and collection and analysis of student achievement data. The board has entered into contracts for construction and renovation projects to upgrade and expand physical facilities and technology infrastructure that should support continuous school improvement and support the strategic plan goals for "New Generation Learners."

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The board adopted policies (e.g., Student Conduct, 09.42, Student Health and Safety, 09.22, Safety, 05.4) and procedures to provide a safe, orderly and equitable learning environment. The district's comprehensive school safety plan was developed in collaboration with community stakeholders and first responders. District leadership reviews and updates contacts and school and district information annually. District leadership provides drill and safety training for staff and distributes Quick Reference Charts from the Center for School Safety and Red Bucket lock down kits. District leadership engaged the Kentucky Center for School Safety to conduct safety audits at the high school and Mountain View Elementary. District leadership regularly monitors discipline, attendance, facilities and emergency drill reports. District leadership ensures councils have school safety plans and collaborates with school leadership to ensure implementation of these plans.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    3**

- 7.1i    Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The superintendent is required by Board Policy 2.4241 to review proposed school council policies prior to implementation and the superintendent may request council policies be reviewed by legal counsel. District leadership has used a consistent process to review school council policies and regularly monitor implementation. District leadership has assigned each school council a district liaison, and these liaisons are currently working with respective councils to review and revise existing policies to ensure all councils have adopted all policies required by statute. The district liaisons regularly attend respective council meetings and support assigned councils on a consultant basis. Councils are required to submit monthly meeting agenda and minutes to the liaison. The superintendent often discusses council status and issues with building leadership to keep apprised of the level of council functionality. District leadership schedules and facilitates required school council member training.

- 7.1j    There is evidence that the SBDM council has an intentional focus on student academic performance.

District leadership has assigned a district liaison to each school council. The assigned liaison attends monthly council meetings and provides some support and guidance for council work when requested. Assigned district council liaisons are working with school councils at various levels of intentionality to increase focus on academic performance. The superintendent and board schedule annual round table meetings in each school to hear reports from principals and school councils regarding academic progress, other school matters and to gather stakeholder input.

- 7.1k    There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The superintendent has raised the level of expectation for all principals and holds them accountable for student achievement in their schools. The superintendent based expectations for performance on the district's vision and belief statements and the district strategic plan goals that are shared with district and school leadership and stakeholders. The superintendent's frequent visibility in all schools and his close contact and communication with all district principals reinforce his expectations for staff and student

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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

### **Performance Rating    3**

performance. This visibility and communication has also contributed to the district's positive teaching and learning environment. The superintendent uses regularly scheduled district-wide administrative meetings to share both managerial information and some job-embedded best practices strategies for administrators. The superintendent encourages building principals to attend relevant conferences and to share information with district leadership, other principals and their respective faculties. The superintendent conducts the certified evaluation process for principals according to district guidelines (Evaluation policy 03.18). The superintendent ensures administrative professional growth plans address identified school needs, and most focus on the development of specific leadership skills necessary to meet state and national standards as well as to promote high student achievement, especially in struggling schools. The superintendent works closely with principals to strengthen leadership skills specific to each principal and their school needs.

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## **Leslie County**

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3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7**                **Leadership**

## District Leadership Assessment Summary Report

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#### School District

3/18/2012 - 3/23/2012

Summary of commendations in: **Efficiency**

#### **Standard 7      Leadership**

The board members, superintendent and district leadership are commended for involving the community in embracing their commitment to meeting the needs of each student in becoming successful adults and life-long learners. The superintendent and district leadership focus on two-way communication between and among stakeholders with each working toward achieving the vision of the district becoming a top twenty school district.



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Efficiency**

#### **Standard 7**      **Leadership**

District leadership should ensure that replication of successful best practices (e.g., data notebooks, 30-60-90 Day plans, professional learning communities) occurs in all schools throughout the district.

The superintendent should engage all stakeholders in defining the goals and outcomes of the reconfiguration of grade levels in the district. Systems should be developed to ensure equity among schools, to monitor instructional practices and opportunities and to provide social and emotional support to ensure seamless transition into high school. District leadership should consistently monitor instruction and student achievement across the district for implementation of rigorous, grade appropriate curriculum. District leadership should develop and implement a clear set of job descriptions for district leadership personnel that will directly support the achievement of district goals.

Resources:

Blankstein, A. M. (2004). Failure is Not an Option. Thousand Oaks, CA: Corwin Press.

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Marzano, R. J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

O'Hallaron, R. & O'Hallaron, D. (1999). The Mission Primer: Four Steps to an Effective Mission Statement. Richmond, VA: Mission Incorporated.

Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision & Curriculum Development.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 8                      School Organization and Fiscal Resources**

##### **Findings For This Standard Are Based On:**

Review of classroom displays, district budget and allocations, district technology plan, employee handbooks, equipment inventory, examples of school to home communications, facility inspection reports, facility work orders, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, needs assessment data, organizational charts, school budget and allocations, school calendar with motivational and celebratory events, school financial reports, student handbook, student/parent/staff handbooks and Title 1 program plan

Interviews with central office staff, classified staff, district leadership, local board of education members, parents, principal, school council members, school nurse, school resource officer, students, superintendent, teachers and volunteers

Observations of classrooms, common areas, computer lab and hallways

#### **Performance Rating    **3****

- 8.1a    There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

District leadership monitors the use of all resources through reviews of school 30-60-90 plans, district instructional and technology walkthrough data, reports made at monthly working session board meetings and collection and analysis of some student achievement data to determine the impact of resources on student achievement and classroom practices. The superintendent has assigned district leadership staff to serve as school council liaisons to assist councils, when requested, in conducting needs assessments, prioritizing needs and preparing budget requests for state and federal funds.

- 8.1b    The master class schedule reflects all students have access to all the curriculum.

The board has adopted School Council Policies (SBDM) 02.4241 which guides the policy requirements and the work of school councils. The school council liaisons assist councils in developing master schedules subject to the beginning and ending times of the school day and school calendar and transportation requirements established by the board. Principals submit master schedules to district leadership to verify that minimum minutes and days of instruction are being met. District leadership collaborates with school leadership when requested to assist in designing master schedules that include sufficient core courses for all students. The board has adopted School

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#### **Standard 8**                      **School Organization and Fiscal Resources**

#### **Performance Rating    3**

Staffing Policy (SBDM) 02.4331 which meets state guidelines reflected in 702 KAR 003:246. District leadership integrates some fund sources to provide additional school staff above state guidelines to meet the school improvement goals of the persistently low-achieving school.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The board has adopted School Staffing Policy (SBDM) 02.4331 which meets state guidelines reflected in 702 KAR 003:246. School council liaisons assist school leadership when requested in assigning teaching and non-teaching staff based on teacher strengths and student needs. District leadership ensures that all special needs students receive the most appropriate placement in compliance with individual education plans and recommended instructional modifications and accommodations.

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

District leadership developed the Code of Acceptable Behavior and school councils have adopted this code as part of school and classroom management procedures. District leadership has initiated Positive Behavioral Interventions and Supports to enhance behavior interventions in the Response To Intervention programs. School council liaisons ensure all school councils have adopted policies to address instructional practices, discipline and protection of instructional time. District leadership and program coordinators monitor the use of resources through reports at monthly working session board meetings, district instructional and technology walkthrough data, review of school 30-60-90 Day plans, budget requests and resource allocations and student achievement data.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The superintendent has assigned district leadership staff to serve as school council liaisons to provide assistance in adopting policies (e.g.; scheduling, staff and student assignments, protection of time, classroom management, resource allocations) and implementing policies and procedures that guide

# District Leadership Assessment Summary Report

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Summary Findings in: **Efficiency**

#### **Standard 8                      School Organization and Fiscal Resources**

#### **Performance Rating    3**

the work of the councils. School liaisons assist councils, when requested, in designing master schedules that meet the instructional needs of all students.

- 8.2a    The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The superintendent allocates all school council funds within the guidelines of state regulations based on a formula using projected student enrollment, current enrollment or average daily attendance. The budget process is flexible and funds can be allocated on a school-by-school basis to meet the learning needs of struggling students. The superintendent has appointed school council liaisons to assist school councils in developing budgets, policies and procedures. District leadership monitors the appropriate use of school council funds through schools' 30-60-90 Day plans, district walkthroughs, technology walkthroughs and reports made at working session board meetings.

- 8.2c    School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The board adopted Program Evaluation policy 08.5 that focuses on evaluation of education programs based primarily on measurable student achievement data. The superintendent and board members conduct a regular monthly board meeting and a monthly working session meeting to provide improved communication to all stakeholders. Board members and stakeholders are kept up to date on the improvements and recommended changes to district and school improvement goals through monthly reports from district and school staffs. Principals and district program coordinators present scheduled reports and data (e.g., Measure of Academic Performance schedules and results, school and district communication plans, state assessments data, Title I plans and budgets, technology resources and walkthrough data, professional development activities) to measure the impact on student achievement and district and school improvement goals.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 8                      School Organization and Fiscal Resources**

#### **Performance Rating    2**

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The superintendent articulates the expectation all schools will implement effective professional learning communities but has not reviewed all schools' organizational structures to determine if these initiatives are feasible. The board has adopted a staffing policy that meets state guidelines and some schools are allocated staff above the state mandates. The superintendent does not promote team planning for content-area teachers in all elementary schools by providing additional resources (e.g., itinerant teachers in physical education, art, music, computer teachers). District leadership does not collaborate with school leadership to explore creative ways of providing common planning time in the master schedules for the work of professional learning communities that is focused on the school improvement goals and student achievement.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

District leadership allocates most categorical resources by formula (e.g. average daily attendance, a percentage formula based on free and reduced lunch count, some student achievement data). Program coordinators monitor the appropriate use of resources according to categorical program guidelines by reviewing schools' program plans (e.g., Title programs, Extended School Services), 30-60-90 Day plans, district instructional and technology walkthroughs, and reviewing data reports made at working session board meetings. District leadership does not always collect and analyze student achievement data over time for the purpose of measuring the impact of specific resources on student achievement and classroom practices. District leadership integrates funding sources to meet the goals identified in the district's Strategic Plan. District leadership secures resources from grants and community partnerships (e.g., Coal for Kids, Elgin Foundation, GearUp, Leslie County Fiscal Court) to maximize instructional services and programs available to all students.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8**                      **School Organization and Fiscal Resources**

**Performance Rating    1**

8.2b    The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The superintendent has not communicated clear procedures for allocating discretionary funds to ensure that resources focus on student learning needs, especially those students in the achievement gap. The superintendent and board do not require school leadership to present formal needs assessments that connect additional resources to school improvement goals and student learning. Principals make verbal requests for additional resources at monthly working sessions and through contacts with program coordinators. The superintendent and board do not prioritize these requests to ensure that discretionary resources have the greatest impact on student learning.

# **District Leadership Assessment Summary Report**

## **Leslie County**

**School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8**      **School Organization and Fiscal Resources**

## District Leadership Assessment Summary Report

### Leslie County

#### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Efficiency**

#### **Standard 8      School Organization and Fiscal Resources**

The superintendent and board should review the organizational structure of all schools to ensure that teachers and students have equitable access to a comprehensive instructional program. The superintendent and board should review district and school funding sources and budgets to determine the feasibility of providing additional staffing resources (e.g., itinerant teachers in physical education, art, music, computer teachers) in all elementary schools.

The superintendent and the board should establish priorities for allocating discretionary funds. School councils should present results of formal needs assessments to ensure that requests for additional funding are connected to school improvement plans and focus on improving student achievement in all schools.

District leadership and program coordinators should collect student achievement data over time to monitor and evaluate the effectiveness of all categorical programs and the programs' impact on improving student achievement.

Resources:

Kentucky Association of School Councils - <http://www.kasc.net/>

Kentucky School Board Association - [www.ksba.org](http://www.ksba.org)

Norton, M., Scott, N.M. & Kelly, L.K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education.

Plecki, M.L. & Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 9**                      **Comprehensive and Effective Planning**

#### **Findings For This Standard Are Based On:**

Review of classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, curriculum documents, eWalk data, examples of school to home communications, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, media materials and inventory, needs assessment data, newspaper clippings/press releases, newspapers, organizational charts, perception survey results, report cards/progress reports, samples of student work products, school calendar with motivational and celebratory events, school communications plan, student work, student/parent/staff handbooks and trophy cases

Interviews with assistant superintendent(s), central office staff, principal, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

#### **Performance Rating    3**

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The superintendent and school leadership facilitated meetings with stakeholders in March and April 2010, to receive input into the revision of the district's mission, vision and belief statements. The board adopted the current mission statement "The Leslie County School District is committed to meeting the needs of each individual child, physically, emotionally and educationally" and the vision statement "The Leslie County Schools are committed to producing students fully prepared to meet the needs of the changing world by equipping all students with knowledge, skills and abilities at proficient levels; thus facilitating their journey to becoming successful adults and life-long learners" at the June 15, 2010, board meeting. The mission and vision statements were reviewed by the local board on July 12, 2011, and remained unchanged.

- 9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

The superintendent and district leadership have identified four strategic goals (e.g. Next Generation Learners, Next Generation Professionals, Next Generation Support Systems, Next Generation Schools and Districts) as the

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

**Performance Rating    3**

primary goals for building and strengthening the capacity and organizational effectiveness of the district. The sub-goals are written in clear, measurable terms. District leadership had school leadership change from the previous school improvement plan template to the 30-60-90 Day plan model for the 2011-2012 school year. District staff assisted school staff in identifying their 30-60-90 Day plan goals and strategies to support the initiatives identified as priorities for the district.

9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

The superintendent and district leadership have aligned the goals and activities of the strategic plan to the district's mission and vision statements. The identified strategies in the plan are research-based (e.g., Imagine It! [Elgin Foundation] reading program, GO Math, Kentucky Reading Project, ThinkLink) and designed to improve student achievement.

9.6a The plan is implemented as developed.

The superintendent and district leadership provide support and resources for the goals and activities of the district strategic plan and the school's 30-60-90 Day plans. District and school leadership staffs know the goals of the district's strategic plan, are working to implement the plan and use the plan to guide decisions within the district.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 9                      Comprehensive and Effective Planning**

#### **Performance Rating    2**

- 9.2a    There is evidence the school/district planning process involves collecting, managing and analyzing data.

The superintendent and district leadership used little data in establishing benchmarks for growth and for supporting the strategies in the district strategic plan. The district has multiple data sources (e.g., Measures of Academic Progress, ACT, EXPLORE, PLAN, ThinkLink) but has not always referenced the data in the plan or used data to analyze the effectiveness of the district initiatives for student learning.

- 9.2b    The school/district uses data for school improvement planning.

District and school leadership use some achievement data (i.e. Measures of Academic Progress) in identifying areas of academic growth and weaknesses, but the data is not reflected in the district's strategic plan. The superintendent and district leadership have not referenced No Child Left Behind, Interim Performance Report or gap data within the strategic plan and have not identified specific strategies designed to target those students who did not meet Annual Yearly Progress goals. District leadership has not included trend data for students, classes or schools to track progress over time when evaluating the effectiveness of district initiatives.

- 9.3a    School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

The superintendent and district leadership reviewed educational research and selected strategies (e.g., Imagine It! [Elgin Foundation] reading program, Kentucky Reading Project, GO Math) designed to improve student achievement and provide data for the basis of instructional decisions. District leadership used district and some state standards in determining district goals and objectives for the strategic plan.

- 9.3b    The school/district analyzes their students' unique learning needs.

The superintendent and district leadership identified limited data within the strategic plan's goals and strategies by which to measure progress over time. Data from Measures of Academic Progress and ThinkLink is shared by principals three times a year and other data information from programs (e.g., Accelerated Math, PLAN, EXPLORE, Open Court) is shared in principal and

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

#### **Standard 9                      Comprehensive and Effective Planning**

#### **Performance Rating    2**

board work sessions at various times throughout the year. However, this data is not compiled and disaggregated into comprehensive reports to use in monitoring and evaluating the impact of district initiative on student learning at all grade levels. District leadership has placed an emphasis on ensuring primary students are reading at or above grade level by the time they exit third grade, but there is little or no emphasis on students identified in No Child Left Behind reports as having learning gaps in reading and math.

9.3c The desired results for student learning are defined.

The superintendent and district leadership staff have identified some desired results for student learning; however, benchmark data has not been established by which to measure progress over time. Goals for students in the learning gaps for math and reading and those students not meeting college and career readiness benchmarks are not identified within the strategic plan.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

The superintendent and district leadership meet with school principals and staff and board members in monthly meetings. School leadership shares data and other information with district staff and board members regarding school initiatives. The principals provide examples of student work, communication pieces, testing schedules, Measures of Academic Progress and Think Link reports and survey feedback to demonstrate school efforts in improving student achievement. District leadership seldom compiles the data from these meetings to evaluate the effectiveness of the district's strategic plan.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

The superintendent and district leadership have not included an intentional focus on closing achievement gaps for students in the areas of math and reading as identified in the No Child Left Behind report. The goals and strategies of the district strategic plan provide the basis for the school's 30-60-90 Day plans that were developed for the 2011-2012 school year. The identified strategies in the district plan's activities are research-based and support many of the school needs. The plans provide no identification of students for math and reading expectations for students beyond the primary programs.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

**Performance Rating    2**

- 9.5b    The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

The superintendent and district leadership staff have identified timelines for reporting to the leadership team and local board. Leadership has identified local, state and grant funding sources to support the identified strategies with some funding integrated to provide the necessary resources for implementation of the activities. Costs for all identified strategies are not always included in the plan. The plan identifies the person(s) responsible ensuring the implementation of each component.

- 9.5c    The means for evaluating the effectiveness of the improvement plan are established.

The superintendent and district leadership have rarely identified benchmark data or strategies by which to evaluate the district's strategic plan's activities for expected impact. The local board meets with district and school leadership for a monthly working session to discuss progress being made toward district and school goals.

- 9.6b    The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The superintendent and district leadership have not used formal evaluation strategies to determine the effectiveness of the district strategic plan. Data information is discussed with principals and board members at their monthly working session, but the data is rarely disaggregated over time to determine the impact of the identified strategies. District staff require data reports from the principals to ensure school staff are examining their data, but a formal implementation and impact check process has not been established for the district or schools. District leadership changed the school improvement plan requirement to the 30-60-90 Day plan model for the 2011-2012 school year and is still refining the process to evaluate the implementation and impact of the plans on student achievement.

- 9.6c    The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

The superintendent and district leadership use limited data analysis to

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

### **Performance Rating    2**

evaluate the impact of the district's strategic plan activities towards the identified goals. District leadership does not have a formal process by which to evaluate the effectiveness of the plan's activities. District leadership compiles student data (e.g., Measures of Academic Progress, ThinkLink) and teacher data (i.e., classroom walkthroughs) but the data is rarely used in evaluating the district strategic plan.

9.6d    There is evidence of attempts to sustain the commitment to continuous improvement.

The superintendent and district leadership conduct monthly meetings with principals and school staff to determine progress being made toward district and school goals. However, district leadership has not identified a systematic and on-going process to measure the district's progress toward the strategic goals. The strategic plan has had limited updates, modifications or data reflected within the timelines set in the plan.

# District Leadership Assessment Summary Report

## Leslie County

School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

Summary of recommendations in: **Efficiency**

#### **Standard 9      Comprehensive and Effective Planning**

The superintendent and district leadership should refine the strategic plan to include benchmarks and measurable methods of determining if the identified activities have the desired results toward meeting the horizon goals.

The superintendent and district leadership should aggregate school data into comprehensive district reports to determine trends in student achievement, growth in student learning and desired programmatic results. The district report should be formally presented to the board twice a year to determine progress toward Strategic Plan goals.

#### Resources:

Sample I & I Monitoring Checklist, SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).  
[http://www.education.ky.gov/SISI\\_Toolkit/Standard%209/Documents/Sample%20I%20&%20I%20Monitoring%20Checklist.doc](http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Sample%20I%20&%20I%20Monitoring%20Checklist.doc)

Schmoker, M. (2001). The Real Causes of Higher Achievement. Alexandria, VA: Association for Supervision & Curriculum Development.



# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

#### **Summary of Next Steps:**

The superintendent should work with the board and district administrative team to establish a clear set of job descriptions needed to meet the district 20x20 Strategic Plan goals. Essential to these job descriptions should be clear lines of responsibility, the necessary authority to fulfill each job and the accountability for implementation. Responsibility, authority and accountability should be clearly communicated to all district and school staff. All administrative staff assignments should be matched with individual skills and knowledge. Necessary training and coaching should be provided to ensure staff members can meet their job responsibilities.

The superintendent should ensure research-based, rigorous and effective instructional strategies are implemented in all classrooms. District and school leadership should monitor instructional practices and provide feedback to teachers to ensure varied instructional strategies are used in delivering the curriculum. District leadership should ensure that classroom instruction is relevant, engaging, and motivating to meet the needs of all learners. Assessment tasks should require students to use inquiry, problem-solving and critical thinking skills at a proficient level. District leadership should promote the concept that assessment drives instruction.

The superintendent, district leadership and school board should ensure teachers are effectively trained to maximize the available technology resources such as SmartBoards and computers within all schools to deliver high-quality instruction and expand e-learning opportunities to prepare students for the "Next Generation" skills and knowledge. Technology utilization should be monitored to identify areas of need for further teacher professional development. Student and staff technology proficiency standards should be ensured. Students should be active participants in the utilization of technology resources.

The superintendent should review all available funding sources and procedures used to prioritize and allocate discretionary funds to provide equitable opportunities in the elementary schools in the content areas subject to state-mandated program reviews in practical living-vocational skills and arts and humanities. The superintendent should review the organizational structures of the elementary schools to ensure staffing decisions promote common team planning and effective professional learning communities.

The superintendent should implement a process to ensure teachers have the opportunity to discuss key curricular transition points (i.e., primary to intermediate, intermediate to middle and middle to high) and the elimination of gaps and overlaps. District and school leadership should ensure regular, purposeful vertical and horizontal curricular communications occur between and among all schools in the district. The superintendent should develop procedures within the reconfiguration plan to ensure equitable curricular access among schools.

# District Leadership Assessment Summary Report

## Leslie County

### School District

3/18/2012 - 3/23/2012

#### **In Conclusion:**

The members of the Leslie County District Leadership Assessment Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of Leslie County High School.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the leadership assessment report for Leslie County School District and Leslie County High School.

Superintendent, Leslie County Schools

\_\_\_\_\_ Date: \_\_\_\_\_

# District Leadership Assessment Summary Report

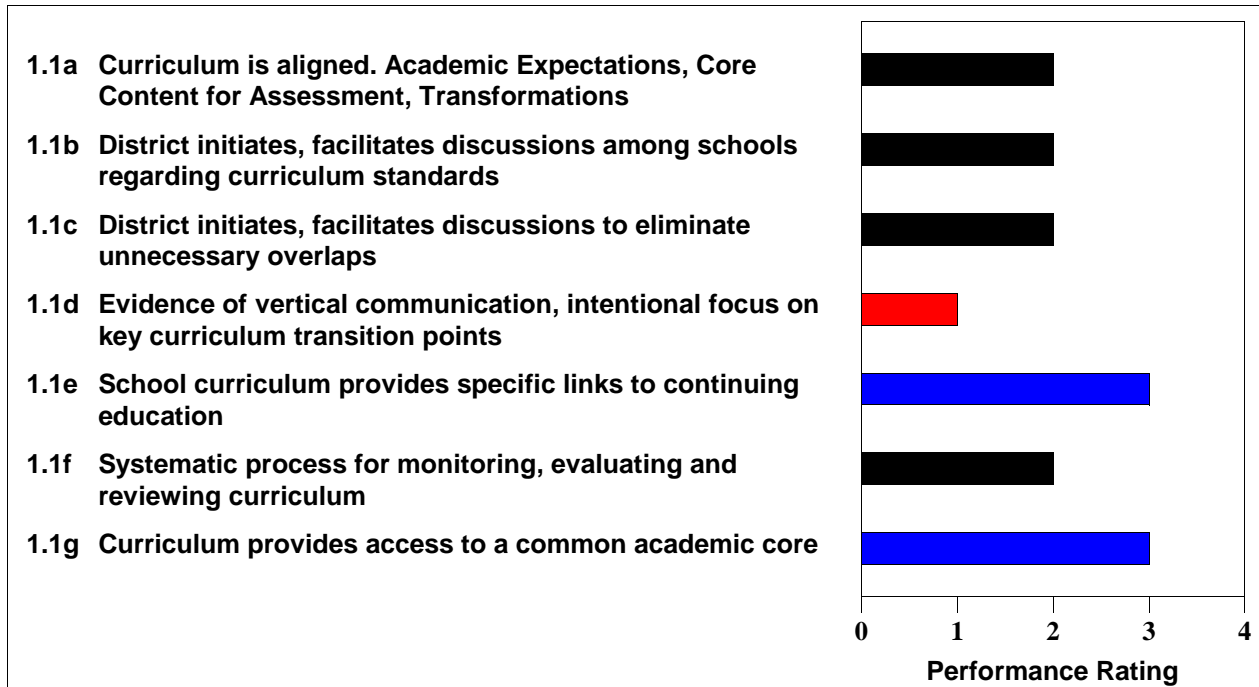
## Leslie County

School District

3/18/2012 - 3/23/2012

### 1.1 Curriculum

### Academic Performance



# District Leadership Assessment Summary Report

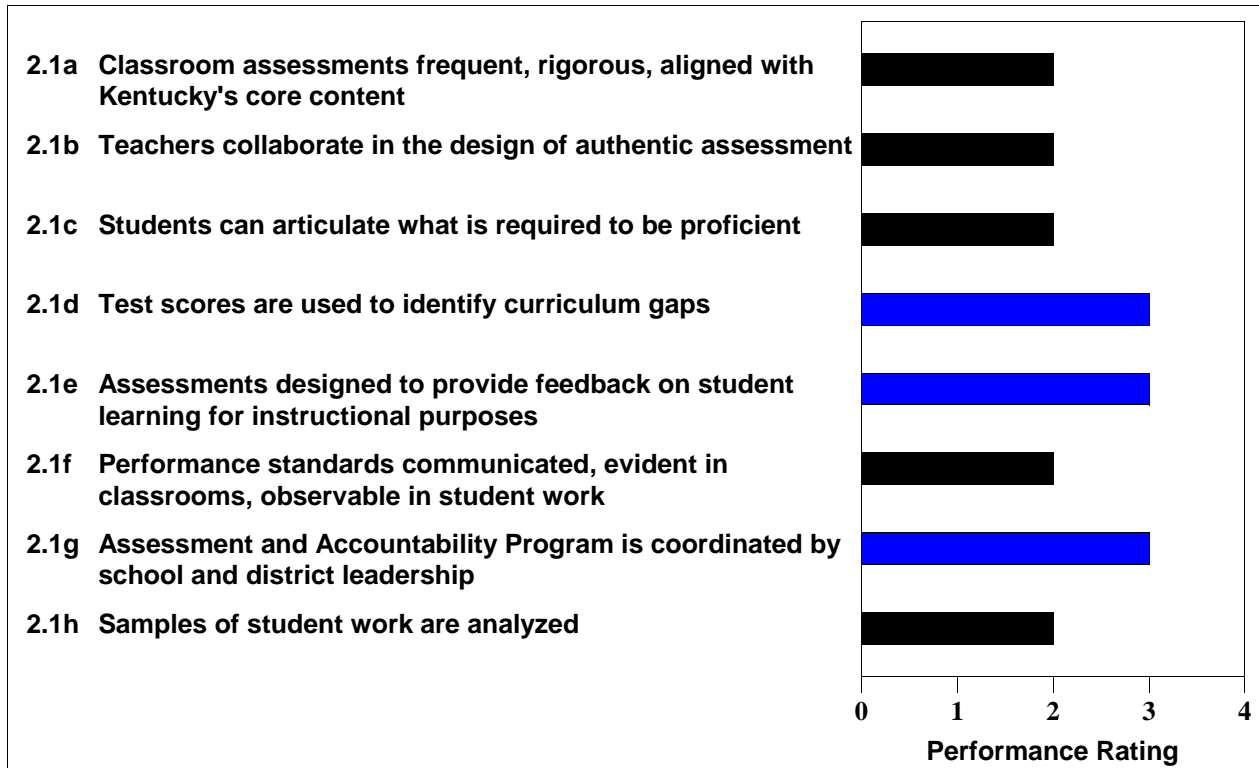
## Leslie County

School District

3/18/2012 - 3/23/2012

### 2.1 Classroom Evaluation/Assessment

### Academic Performance



# District Leadership Assessment Summary Report

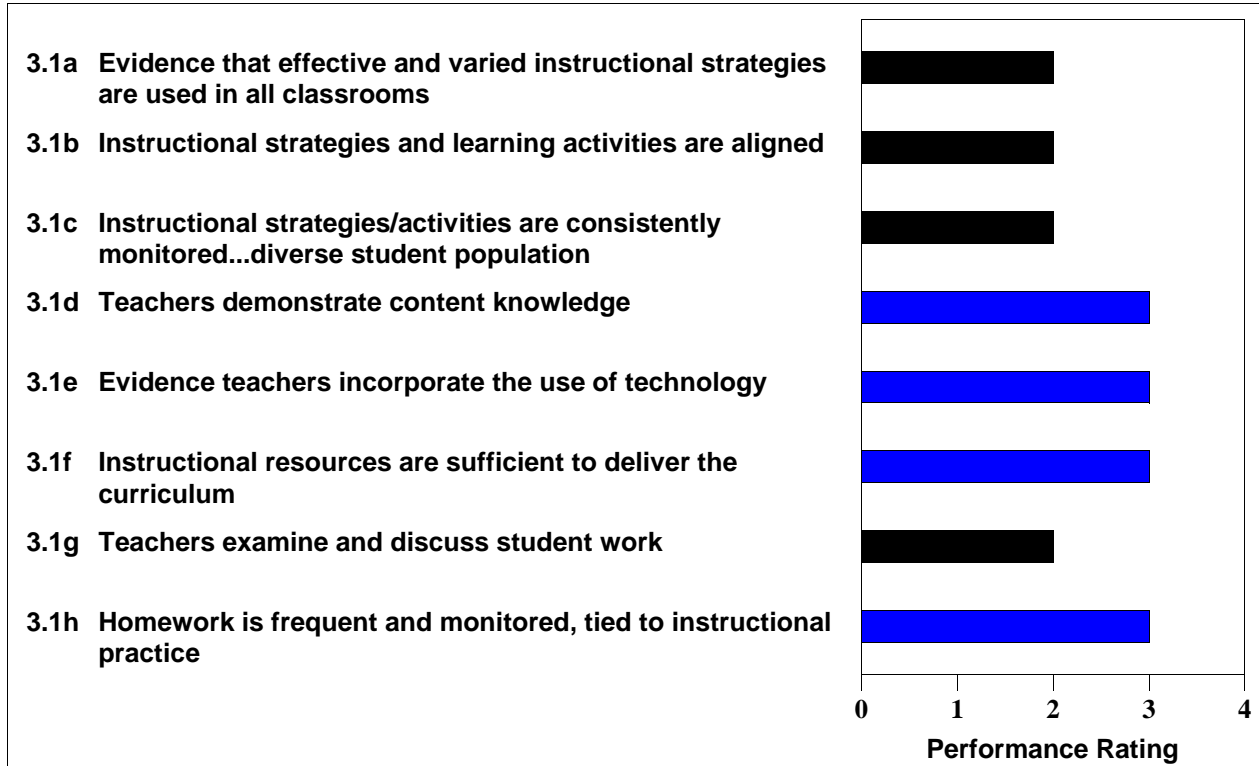
## Leslie County

School District

3/18/2012 - 3/23/2012

### 3.1 Instruction

### Academic Performance



# District Leadership Assessment Summary Report

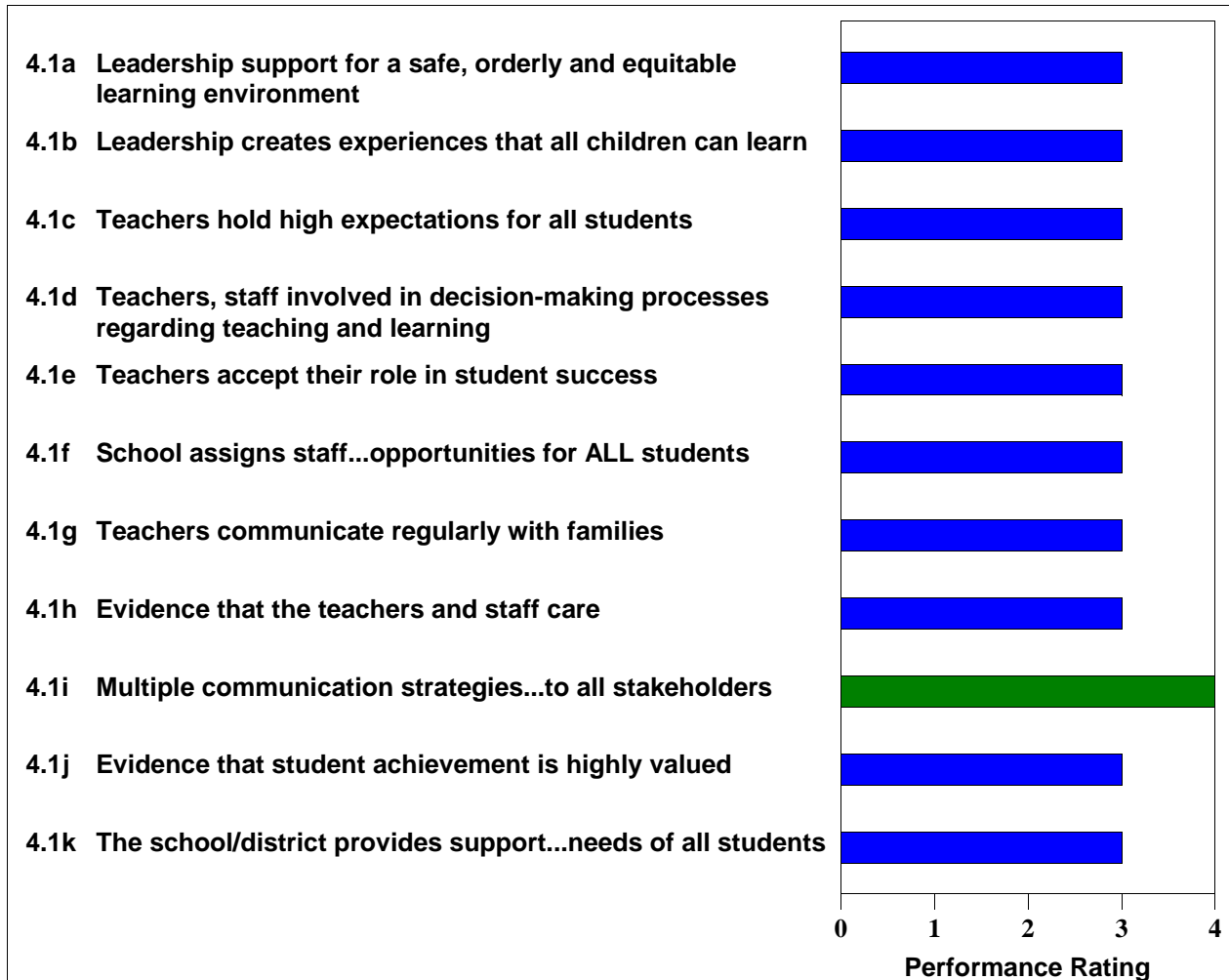
## Leslie County

School District

3/18/2012 - 3/23/2012

### 4.1 School Culture

### Learning Environment



# District Leadership Assessment Summary Report

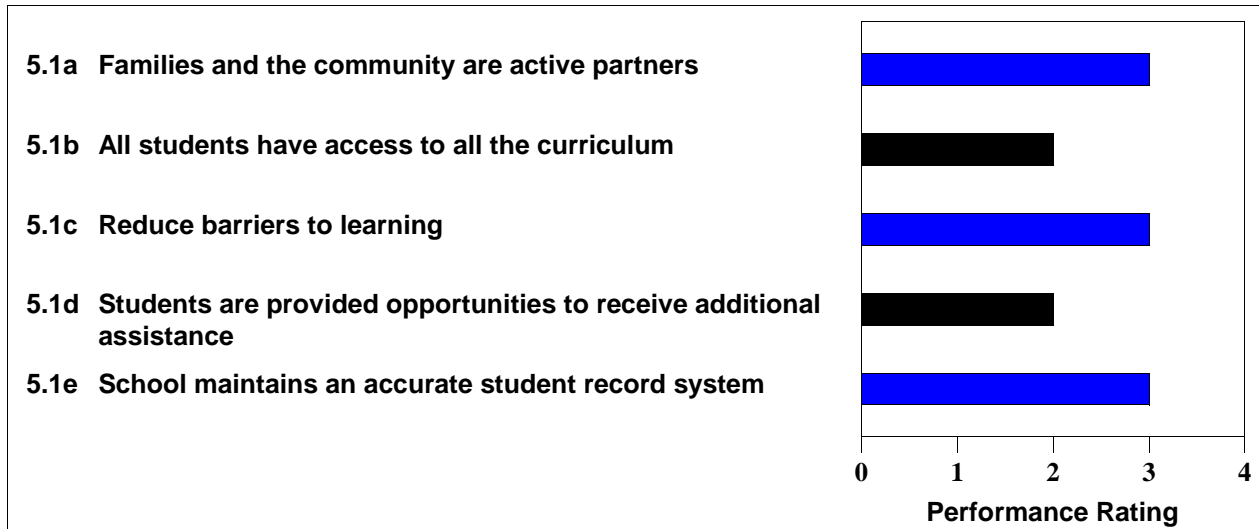
## Leslie County

School District

3/18/2012 - 3/23/2012

### 5.1 Student, Family and Community Support

### Learning Environment



# District Leadership Assessment Summary Report

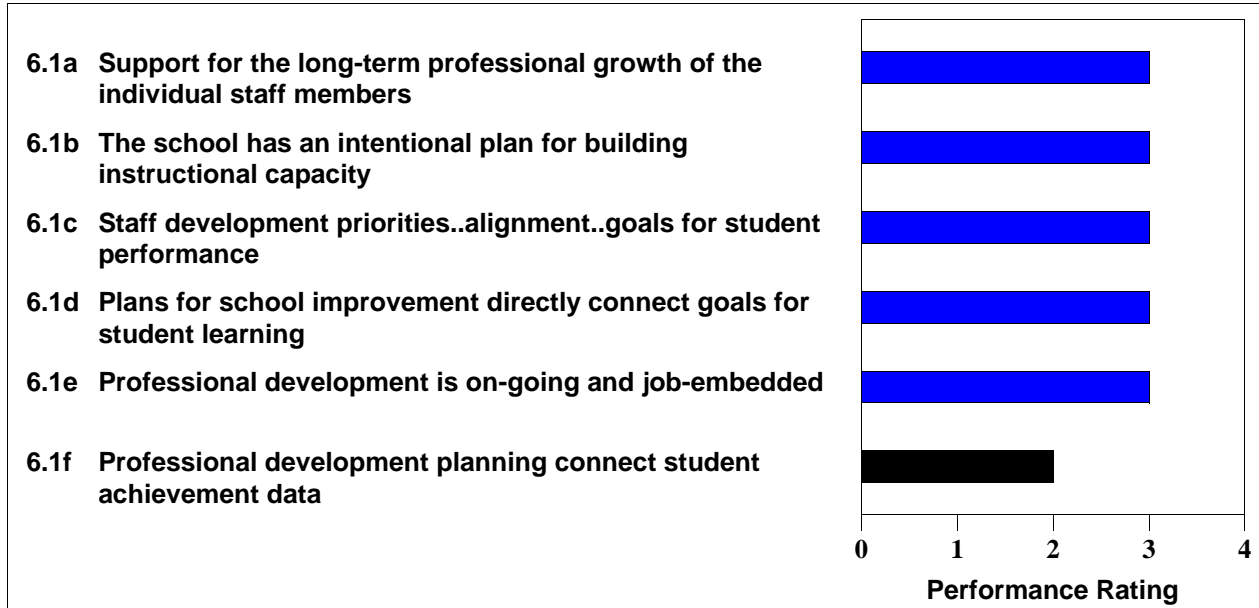
## Leslie County

School District

3/18/2012 - 3/23/2012

### 6.1 Professional Development

### Learning Environment





# District Leadership Assessment Summary Report

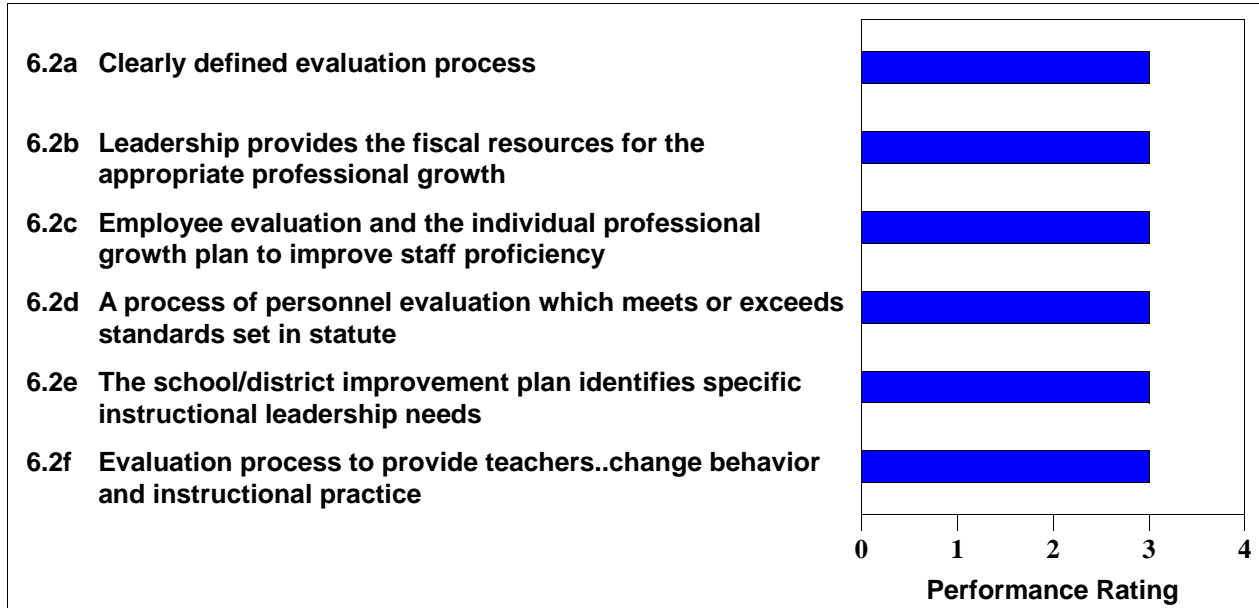
## Leslie County

School District

3/18/2012 - 3/23/2012

### 6.2 Professional Growth and Evaluation

### Learning Environment



# District Leadership Assessment Summary Report

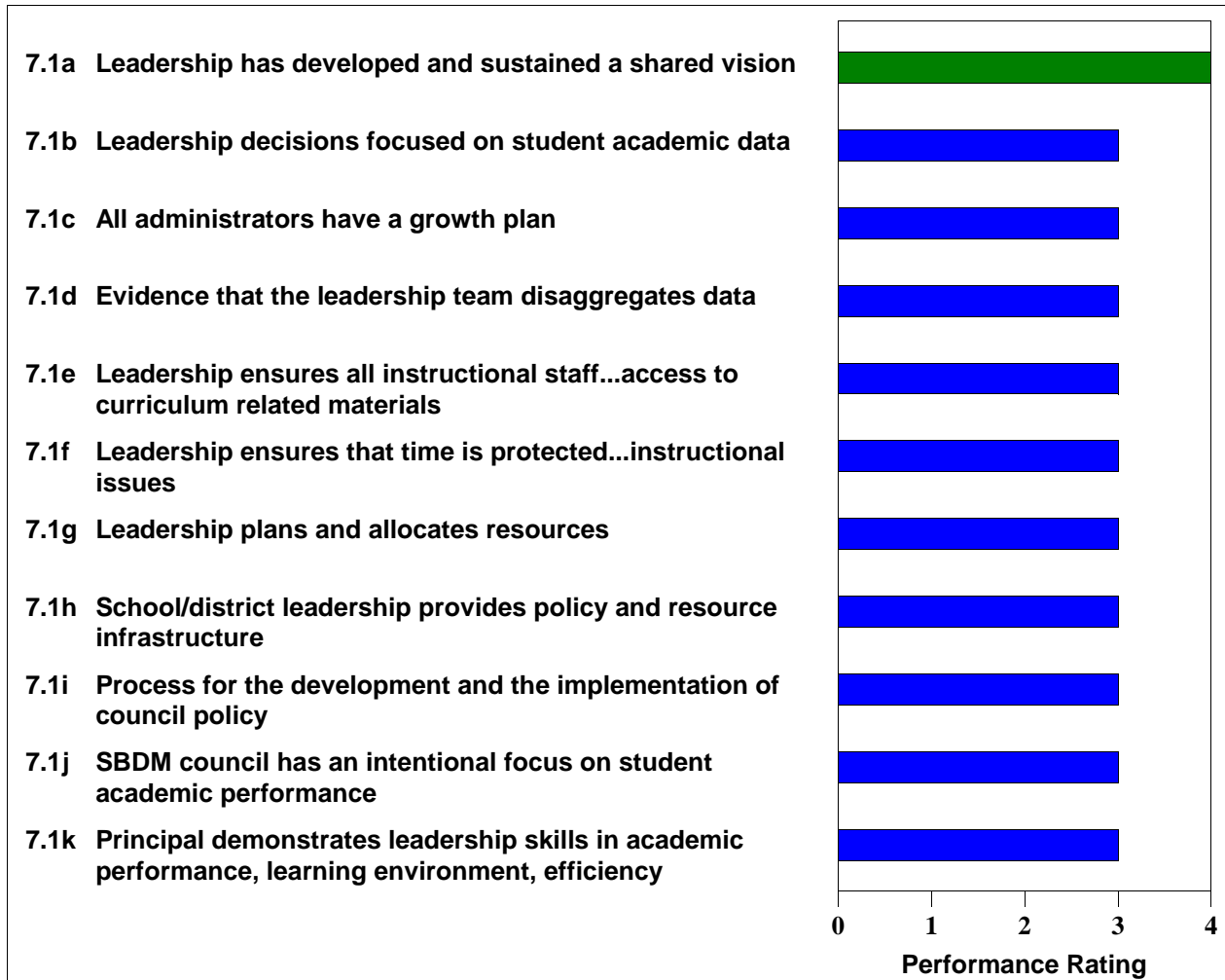
## Leslie County

### School District

3/18/2012 - 3/23/2012

#### 7.1 Leadership

#### Efficiency



## District Leadership Assessment Summary Report

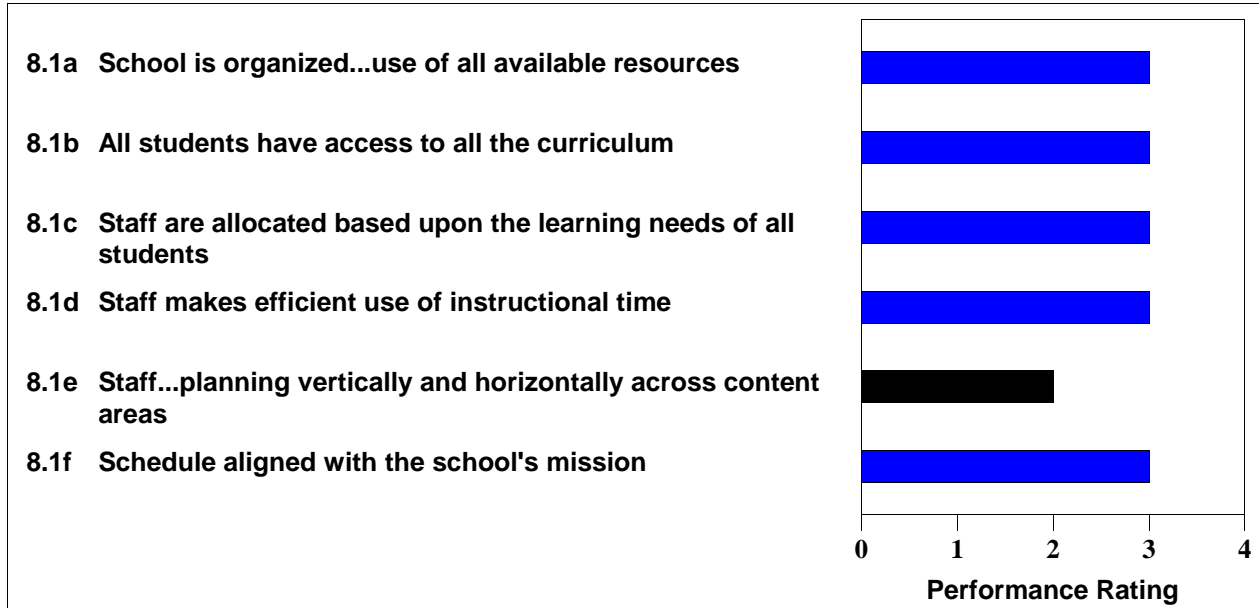
### Leslie County

#### School District

3/18/2012 - 3/23/2012

#### 8.1 Organization of the School

#### Efficiency



## District Leadership Assessment Summary Report

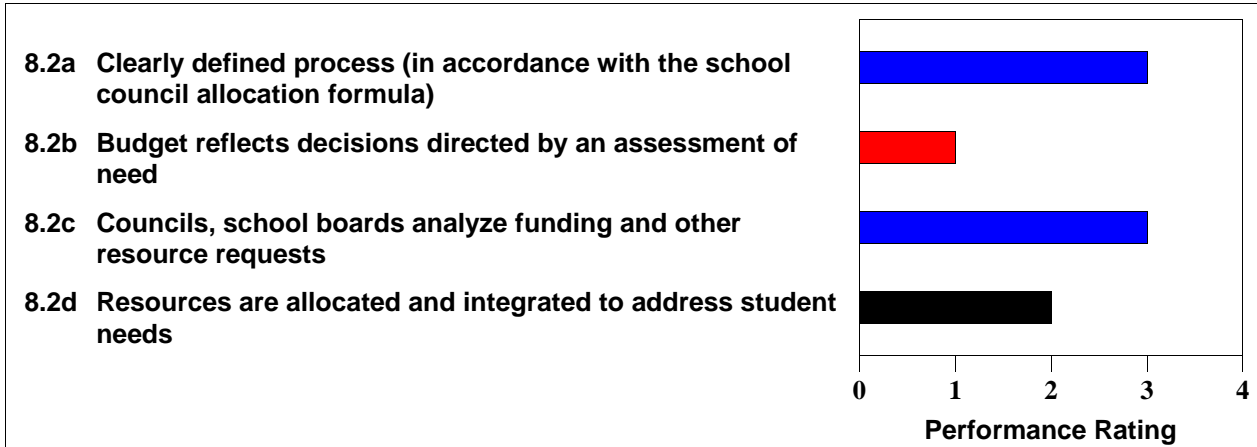
### Leslie County

#### School District

3/18/2012 - 3/23/2012

#### 8.2 Resource Allocation and Integration

#### Efficiency



# District Leadership Assessment Summary Report

## Leslie County

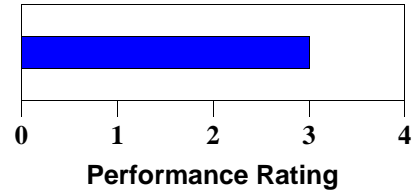
School District

3/18/2012 - 3/23/2012

### 9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



# District Leadership Assessment Summary Report

## Leslie County

School District

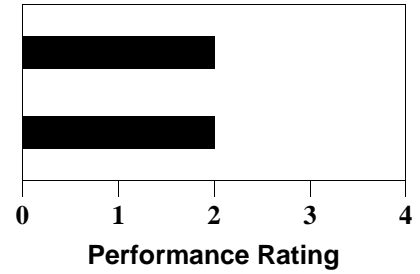
3/18/2012 - 3/23/2012

### 9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



# District Leadership Assessment Summary Report

## Leslie County

School District

3/18/2012 - 3/23/2012

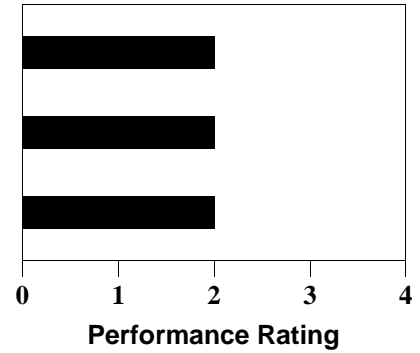
### 9.3 Defining Desired Results for Student Learning

Efficiency

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



# District Leadership Assessment Summary Report

## Leslie County

School District

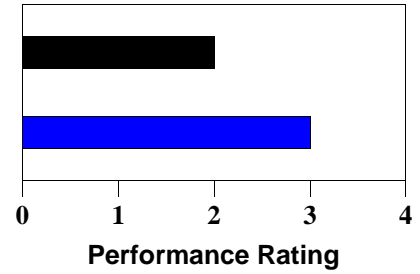
3/18/2012 - 3/23/2012

### 9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity





# District Leadership Assessment Summary Report

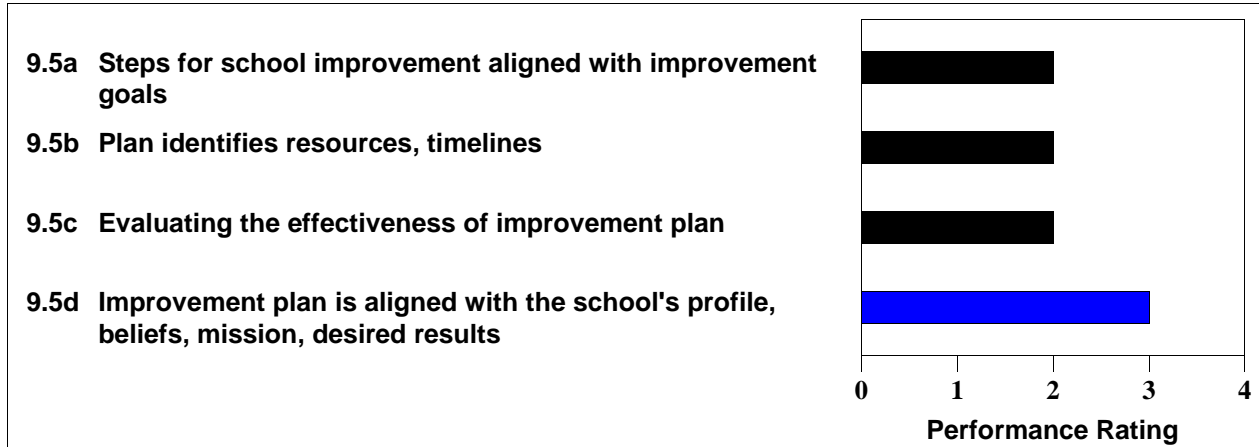
## Leslie County

School District

3/18/2012 - 3/23/2012

### 9.5 Development of the Improvement Plan

Efficiency



# District Leadership Assessment Summary Report

## Leslie County

School District

3/18/2012 - 3/23/2012

### 9.6 Implementation and Documentation

Efficiency

